Volume 66 Number 10 December 1974

JOURNAL OF Home Economics

National Homemaking Magazine • Washington

GOLDEN RULES for Perfect Pastry

HIGH INTEREST and low cost make pastry-making an excellent student participation project. Because the Crisco pastry method is specially designed to end pie crust failure, many teachers prefer to build the lesson around this sure-fire method. With it and pure, all-vegetable Crisco—even beginners can get flaky, tender, *digestible* pie crust first try! You'll find this "do's and don'ts" chart a further aid to assured success.

PROCTER & GAMBLE
Home Economics Dept., Ivorydale 17, Ohio

DO's and DON'Ts of PASTRY-MAKING

WHEN THIS HAPPENS:	THIS MAY BE THE CAUSE:	DO THIS:
Dry dough hard to work with	Incomplete mixing.	Do mix thoroughly! Final mixing or shaping of dough may be done with hands. Let dough stand for a few minutes before rolling.
	Not enough water.	Use full measure of water. Crisco's tested recipe specifies exact amount.
Tough pastry	Not enough shortening.	Use at least ⅓ cup Crisco for each cup of sifted all-purpose flour.
Shrinking or buckling of pastry	Pastry stretched during rolling or fitting into pie plate.	Use large enough recipe to fit pie pan without stretching.
	Pastry shell not adequately pricked on sides and bottom before baking.	Prick pastry generously over bottom and sides of pie plate.
Soggy crust	Failure to provide steam vents for two-crust pie.	Cut small holes in top crust.
	Crust too thick and not uniform.	Roll ⅛" thick. Keep same thickness for bottom crust.
	Filling too thin.	Cook cream fillings completely before adding lemon or orange juice. Use more flour or cornstarch to thicken juicy pies, when necessary. Drain canned fruit thoroughly for pie filling.
	Not enough shortening.	Use at least ⅓ cup of Crisco per cup of sifted all-purpose flour.

FREE WALL CHART—"Do's and Don'ts of Pastry-Making"—is available in size suitable for classroom use. Write to Crisco Wall Chart Dept. J-2, Box 837, Cincinnati 1, Ohio.

LATTICE CRUST 9" PIE
(All measurements level)

⅔ cup Crisco — **1 teaspoon salt**
2 cups sifted flour — **¼ cup water**

1. Mix flour and salt into a bowl. Cut in Crisco with a fork, two knives or a blender until pieces are the size of peas.

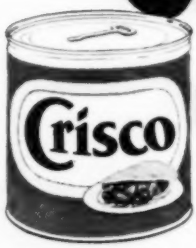
2. Blend together ⅓ cup of this mixture and ¼ cup of water and add to the remaining Crisco-flour mixture. Mix with a fork or fingers until dough rolls together and can be shaped into a ball. Divide dough into two parts.

3. Roll one portion on lightly floured board or canvas. Use short, light strokes from center to edges, keeping it round and uniformly thin until about 12" in diameter and ⅛" thick.

4. Line pie plate. Trim edge ½" beyond edge of plate.

FOR LATTICE-TOP CRUST:
After bottom crust has been filled, roll out remaining dough as above to 10" diameter. Cut ¾" pastry strips. Weave across filling about ½" apart. Trim ends even with lower edge of pastry. Fold bottom edge over strips and flute. Bake at temperature recommended for filling.

use Crisco



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WANTED: (a) CHIEF DIETITIAN; voluntary general hospital, 450 beds; attractive location; East; minimum $5000, maintenance. (b) DIETITIAN to direct food service in cafeteria and restaurant of new hospital affiliated university group; West. (c) FOOD PRODUCTION MANAGER; one of country's leading teaching hospitals; outstanding opportunity. (d) PH.D. IN FOODS with college teaching experience; university faculty appointment. (e) Two DIETITIANS who confine their duties to special diets; one of California's leading hospitals. (f) MANAGERS and ASSISTANT MANAGERS, restaurant chain; opportunities available, Midwest, South, Southwest. (g) DIETITIAN; fairly large hospital; Pacific Islands. (h) EXECUTIVE HOUSEKEEPER; general 350-bed hospital; large city, university medical center, West. MEDICAL BUREAU, BURNEICE LARSON, *Director*, Palmolive Building, Chicago.

Aloha— I spent all day yesterday seeing the "scientific" side of pineapple growing, DOLE style. It's almost unbelievable – the steps that are taken to make Hawaiian Pineapple the best in the world!

For one thing, DOLE experts actually take the temperature of the earth at the base of the pineapple plant! Then, one of the research men told me, they keep constant check of the chemical and liquid content of the plant's leaves. I didn't quite understand, until he went on to explain that, with this information, DOLE can then irrigate and fertilize at just the exact time.

All this I learned yesterday during a tour of the huge Wahiawa Plantation – which is about 15 or 20 miles from Waikiki Beach where I'm staying. I could certainly see the result of Hawaii's fine weather and DOLE's fine care! As far as my eyes could see, there were rows upon rows of mature pineapple plants – a strong healthy green against the richest red earth you could possibly imagine.

Last night, when I got back from the plantation, I went up to my room to freshen up a bit. When I went down to the dining room for supper, the first thing that greeted my eye was a glass sherbet dish at my place. It was filled with a wonderful concoction that looked like a miniature snow-capped peak . . . an appetizer, called simply "Mauna Loa," after the famous volcano on the island of Hawaii.

Here's all you do. Mix drained, canned DOLE Pineapple Chunks; drained, canned mandarin oranges and coarsely broken walnuts. Chill and serve with a topping of cream cheese, softened and whipped with syrup drained from the Pineapple Chunks. It can be used as I had it at the hotel – a first course, or heaped on crisp greens as a salad. Marvelous!

Goodby for now,

Patricia Collier,
DOLE Home Economist

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Washington News

U. S. Department of Agriculture Reorganization Plans

On November 2, Secretary of Agriculture Ezra Taft Benson announced that he was putting into effect as of that day the reorganization plan of the Department of Agriculture announced on October 13. In announcing the reorganization, Secretary Benson said that some minor changes had been made after consideration of suggestions received from the public after the proposals were announced.

The new organization puts all of the service agencies of the Department under four main groups: (1) *Federal-States Relations;* (2) *Marketing and Foreign Agriculture;* (3) *Agricultural Stabilization;* and (4) *Agricultural Credit.*

In announcing his decision to put the plan into effect, Secretary Benson said

> I am putting the new organization into effect at this time so that the Department can begin functioning on the new basis at the earliest possible moment. The plan going into effect today represents full consideration of the suggestions which have been received since the original announcement. That announcement provided that suggestions would be received up to November 1.
>
> The reorganization was made under authority of Reorganization Plan No. 2, submitted to Congress by President Eisenhower and approved by the Congress in June.

The proposed reorganization of the Agricultural Research Service (in the Federal-States Relations group) includes Human Nutrition and Home Economics Research as one of the major units of work. Terminology to be used in identifying subunits under these major units had not been finally decided at JOURNAL press time. It is expected that uniform nomenclature will be developed for the units.

Human Nutrition and Home Economics

It appears that this research unit will no longer be called a Bureau and that, while its work program is expected to remain the same, there will be some centralization of administrative, budgetary, and personnel services.

Briefly the reorganization plan as it affects this unit seems to be:

1. All research on production and utilization of agricultural products is consolidated in one group to be known as Agricultural Research Service.
2. There will be a centralization of budgeting, accounting, and personnel.
3. Hazel K. Stiebeling (heretofore chief of the Bureau of Human Nutrition and Home Economics) will be director of research in Human Nutrition and Home Economics of the Agricultural Research Service.
4. The present research program in food and nutrition, textiles and clothing, housing and household equipment, and family economics will be continued. No program functions are being transferred from this unit.
5. A single appropriation will be made for the entire research program of the Agricultural Research Service. Byron T. Shaw is head of the Agricultural Research Service.

The Human Nutrition and Home Economics Research group will include two subunits, Human Nutrition Research and Home Economics Research. These subunits will be composed of the present activities of the Bureau of Human Nutrition and Home Economics.

Dr. Stiebeling told AHEA representatives when the reorganization plan was ordered put into effect that she believes that research in human nutrition and home economics will be strengthened under the new plan.

The AHEA committee advisory to the Bureau of Human Nutrition and Home Economics and the JOURNAL page *The BHNHE Reporting* will retain their names for the present.

Federal Extension Service

The Federal Extension Service is not affected by the reorganization of the Department of Agriculture.

School Lunch

Work relating to food distribution, including the school lunch program, has been reassigned to the Agricultural Marketing Service—one of the services under the over-all group called Marketing and Foreign Agriculture.

Farmers Home Administration
Rural Electrification Administration

Neither of these services is affected by the reorganization plan.

VOLUME 45, NUMBER 10, DECEMBER 1953

JOURNAL OF *Home Economics*

What We Know Today about How People Learn

Phil C. Lange

Dr. Lange is a professor of education and co-ordinator of preservice programs at Teachers College, Columbia University. This article is based on his talk at a joint meeting of the colleges and universities, elementary, secondary, and adult education, and home economics in business departments of AHEA at the 44th annual meeting in June.

LIKE the farmer who decided not to learn any more new techniques because he already knew more than he could use, we may feel that the whole field of learning theory is expanding so rapidly that it is impossible to keep abreast of new research and theories. In this article we shall merely try to identify some high points. Major attention will be given to at least four emphases:

1. The tremendous influence of learning materials (and of the human models who use these materials and with whom learners can identify) in bringing about desired learnings
2. An increased importance for learning through problem-solving situations if we want high-level learnings, and more opportunities for social learnings compatible with the heightened interdependence of our culture
3. More direct attention to *how the learner sees it*, how he takes it, and what he does with it—his *intent* to learn
4. A deeper appreciation for the difficulty involved in learning to change, either in individual or group learning situations

More things make for more learning by more people today. The bare phenomenon of the learning process is probably the same today as it was in earliest historic times. Yet we know that there is more learning today by more people; it is faster, easier, better; and the learnings differ! Without understanding how he learns, a modern Tommy will of necessity learn more than an ancient Tommy. The human race accumulates experience; more things have been identified. We have a dynamic learning environment, with ever-increasing learning materials and with constantly changing models of human use. Last year over 30 million United States women used sewing machines; 53 million cars used our highways. We take notice of these things to be alive; and what we live we learn.

Thus it makes a world of difference whether Tommy is a prehistoric or a modern child. Where the prehistoric child had to learn only one or two articles of clothing, the modern child must learn many, including types and styles and materials—to say nothing of the endless emblems of Howdy-Doody, Hopalong, Superman, Roy Rogers. . . .

Human learning in its broadest sense is a process of adaptation. Learning results from experience. Experience is the interaction of the human energy system with other energy systems in its environment. When we say of Tommy, "He's a ball of energy," that's exactly what he is—an energy system. The kind of learning which takes place for Tommy—modern or ancient—is the result of the kind of experiences or interactions which Tommy has with his environment. Anyone who wants to influence Tommy's learning has the problem of "getting next to Tommy." Research shows us that our best bet for changing Tommy's basic value system and attitudes will be through informal and friendly relationships in which he can identify with models, rather than through exhortation, logic, or formal teaching.

Note that we have mixed several things in this introduction—the process of learning, the learner, social expectancies and learning materials, and the individual products of learning. These mix naturally in a learning situation. It should be obvious, however, that changing the environmental factors is one of the most direct approaches for influencing learning results.

Too much too soon too poorly—a challenge for curriculum reorganization. Modern Tommy, as

noted above, has inherited a tremendous amount of cultural information and human race experience —much of it conflicting and all too much for any one Tommy to assimilate. This presents every parent and educator with the inescapable dilemma of trimming, selecting, and tailoring the learning opportunities for individual learners. Simple logic would suggest that much of the content of formalized instruction is the result of cultural lag, usually taught by rote method for lack of any normal applicable situation. Research shows that much of formal instruction for beginners in any field and most rote learning at all stages is pretty ineffectual. Many research workers would conclude that in all fields there is too much subject matter of race experience being taught in schools, much of it is not worth learning, much of it is better learned outside of school. A major task of educators is to trim this increased body of race know-how down to the capacity and needs of learners.

Time-motion studies, research on new techniques and arrangements, aptitude testing, new machines and instruments, demonstrations, all make for greater economies in motor learning. The running time for the 220-yard high hurdles is a rather dramatic illustration of the result of research on improved techniques; in less than one generation the running time has been cut in half. Few areas of our culture have been as responsive to research for economies in motor learning as is the field of homemaking. A tremendous number of learning economies and efficiency techniques separate the time when the mother of prehistoric Tommy threw the garbage out the open cave entrance and the modern mother puts it down the automatic drain.

As a result of learning research, new products, and learning theories, we have improved learning situations in the vocational fields, especially, and in instructional programs generally. Three trends are noteworthy: (1) greater variety in instructional materials, schedules, experience opportunities, and realism necessary for problem-solving and experience-centered teaching; (2) more efficient techniques for specific learnings; and (3) more learner involvement in group activities and projects which capitalize on human uniqueness and encourage constructive interdependence.

In some classrooms we see much more participation by the learners in the planning and evaluation of their learning, and a greater willingness to listen to learners. In early childhood education and much of elementary education this is certainly true. Even in secondary education, where 9 of 10 schools continue to present race experience organized into the conventional logical bodies of subject matter, there are evidences of changes along the lines of the three trends listed above. Some secondary schools have made more direct efforts in selecting what is teachable and appropriate to modern learners by means of multiple-period classes and experience-centered curricula that organize the school activities around "developmental tasks," "persisting life situations," "pupil needs," or "learner interests and problems." In higher education, the general education movement is an effort in this direction of trimming race history to learner capacity.

Such changes do not necessarily meet with approval, even when our learning theory, our democratic philosophy, and our own reason approve them. What we know about learners tells us that we should expect from individuals and groups relative degrees of rigidity, rejection, and acceptance with respect to new stimuli and new situations.

The Learner Is Complicated Too

Just as a highly developed culture is a matrix of contradictions, stresses, and balances so also the dynamic energy system of Tommy, our learner, is in relative stages of balance and disequilibrium. Tommy needs new experience, but he also needs the security that must be risked to gain the new experience. He both responds and stimulates himself. The S → R (S is stimulus and R is response) conditioning theory of learning is no longer considered adequate to explain his learning process.[1]

[1] The learning process is no longer considered as easy, simple, or automatic as we once supposed. Higher level learnings and all such intricacies as the relationships of group dynamics cannot be explained by simple S→R bonds. Although we still have little agreement upon a complete theory of how we learn, we should note significant shifts from S→R conditioning (sign learning) theories to newer emphases on problem-solving (solution learning) and field theories (wholist–Gestalt, organismic, topological). This means that modern learning theory has given increased importance to two aspects of the learning situation: (a) the cognition, idiosyncrasies, and integrity of the learner, and (b) the fields or totals of the learning situation within which the elemental parts interrelate. For an interesting summary of the research in learning theory, see O. H. Mowrer, *Rev. of Educ. Research* **22,** No. 5 (Dec. 1952), pp. 475-495. Mowrer's own theory has put sign learning and solution learning into a sequential relationship, while maintaining the organism as the central unity. Thus instead of the simple S→R formula, Mowrer has added *O* for *organism* which has the property of stimulating itself as well as responding to outside stimuli.

Explanations of human learning are giving more attention today to the whole situation in which the learner finds himself and how he perceives new elements or problems in that situation. Flow charts of learning experiences—whether individual learning or the co-operative learning of group action—reflect (1) the emphasis on solution learning or problem solving, (2) the significance of how individual purposes develop from perception of the total situation, and (3) how each experience changes the learner's potentials for subsequent situations. This continuum of experiencing is graphically summarized in figure 1, where there is a comparison of individual and group learning. Most people find it easy to follow the phases of this learning process, whether the stimulus of the "new situation" is the ringing of the telephone at 3 a.m., the puzzles of figures 2 and 3, or something as complex as a committee's co-operative decision or an individual's dissatisfaction with his present vocation.

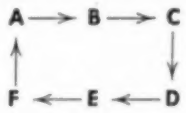
How Does a Group Add Up?

Probably one of the most neglected aspects of school learning has been the interpersonal and intergroup relationships and how they develop. A major trend in current research is an increasing study of group behavior. Most of our learning theory has dealt with individual learning, and, although we may prize social learning situations, the fact remains that in many of our instructional programs we set the learners apart like rows of corn and then hoe away at them at their individual desks. Co-operative problem-solving is a uniquely human ability yet the average student and teacher may feel uncomfortable in a group problem-solving relationship. For some it may be an entirely novel situation to be a responsible peer in co-operative planning. Even for those experienced in such situations, each group adds up to more than the total of its members.

In addition to the announced purpose of a group, the various members bring their varieties of announced and hidden purposes, relative degrees of confidence in group action, prejudices, and interpersonal relations, all of which add to the disequilibrium of the group as well as to its resource for co-operative action. An individual's habit of group roles will probably be quite different from his behavior as an individual. Each group will have to "shake itself down." The phases of group problem-solving activity, as summarized in figure 1, may show a striking resemblance to those processes in individual learning; but certainly this group interaction is a much more complex human achievement than is individual behavior.

Figure 1

FLOW CHART OF A LEARNING EXPERIENCE *



Explanation: An Individual Learning Experience

(A) *An individual* with past experiences → (B) *faces a new situation* that is novel to him, → (C) resulting in a disturbance, *a disequilibrium*, → (D) out of which emerges *a purpose to do something* (Each type of behavior has its own medium of expression—asking, constructing, thinking, reading, avoiding, talking, etc.); → (E) and each medium of expression has *appropriate skills, facts, attitudes and appreciations acquired in the normal process of achieving the purpose.* → (F) When thus built into the learner in normal goal-seeking they give *satisfaction in restoring equilibrium* of personality, giving him *increased power to live and learn.*

Explanation: A Group of Individuals in Problem-solving

(A) *A group of individuals interacting face-to-face* assembled for an "announced" purpose → (B) *establish the situation* in the process of relating individual purposes and interests and resources to the defined group goals, → (C) resulting in *feelings of anxiety, threat, and resistance* (which may remain hidden but might better be objectified); → (D) but with familiarity in the group and self expression there develops *increased mutual acceptance*, strengthening the interpersonal bonds and group interaction, → (E) thus facilitating the *development of appropriate group problem-solving skills*, → (F) leaving the individuals and the group with *increased unity, confidence, and skill for future group relationships.*

* Based on Paul Hanna's "Flow Chart of a Complete Educational Experience," reprinted in W. Burton's *The Guidance of Learning Activities*, Second edition, (New York: Appleton-Century-Crofts, 1952), page 329.

Although much research on group learning is considered exploratory, teachers and group leaders have been benefiting by the findings. We know that "What do you want to do?" is not so productive for group action as a more direct reference to experience: "What are you now doing? Why do you need to do it? and How can we do it better?" When a group comes to the decision of its goals, it makes a difference whether goals are merely desirable (nice to have but not really expected) or actually anticipated (action expected). The difference will influence whether the group becomes a learning group or a working group. A move by the group into direct action may suddenly bring forth hidden questions, problems, new agenda.

Changing Often Is Not Easy

It is no easy trick for an authoritarian leader or a submissive follower to participate in co-operative decision-making. Everyone is heavily invested in his past experience and in his perception of his *self*. It probably is not so easy as we think for a good boy to be bad. Some of the most interesting and promising research today is exploring this relationship of self to individual and social learnings—how people select, identify, and reconstruct experiences in terms of their self needs. Self understandings, feelings of adequacy, security, fear, and other emotional elements develop differently and do not correlate with chronological age. When young we are more concerned with success; when older we are more concerned with failure. We are more likely to try new learnings when the environment is friendly. When self is too much involved or endangered or where our past experience is too much at variance, we tend to reject the stimuli.

Studies of children's attitudes and their responses to certain types of reading show that children tend to label as false or stupid those passages which do not fit in with their attitudes. We have all been aware at times of varying degrees of this rigidity in ourselves or others—the inability to change one's mental set even when all objective conditions argue for the change. Studies of rigidity in the adult personality structure show that it is not related to intelligence. This rigid personality structure is operative in any ordinary classroom or work group and interferes with the use of the elements of the scientific method in the solution of a problem. The old remark, "We just don't hear because we don't want to hear," is being enriched by a great deal of research.

"*We tend to see and think expected, probable, needed things.*"[2] At the core of the learning process, then, is the individual and his perception. Each person has (a) his own set or readiness to respond, (b) his own needs or purposes to fulfill, (c) his own life style or habits; these give organization to his energies and determine what he perceives and what he will welcome or reject from the environment about him. If we agree with this statement, what does it mean for teaching? for instructional materials? For one thing it means that the problems of the individual—not the organized subject matter of race experience—are at the focal center of learning. For the school this suggests advantages of experience-centered or problem-centered curriculum over logical subject-matter curriculum. It suggests an organization around the interests, concerns, problems, and needs of the learners. It suggests more realism, more learning with present problems, more responsibility for the learner in the guidance of his learning, more group participation for social goals.

We find it difficult to see and think the unexpected, the improbable, the unnecessary. Since most of our education is organized to develop expectancies, habits, and to define probabilities, anything really new may disturb us by the need for re-education. Consider, for example, this problem: If one man can paddle a canoe across the river in ten minutes, how long will it take ten men to paddle the canoe across the river? It is so easy to overgeneralize this into an unreal situation; we may have had so much training in formula solution as to forget to see a real problem—ten men sinking in a canoe.

As another example, consider the puzzle in figure 2: beginning at the circle marked ×, proceed without lifting the pencil to draw four straight lines which pass through the nine circles. If you find this puzzle extremely difficult it is probably because you accepted *from your own past experience* some limiting rule that you could not move outside the block of circles. By analogy, consider how often you and I and others in our everyday living bring quite inappropriately to new problems or new positions those limitations to which we have already adjusted. Since the general tendency to test the limits of problem situations is related to individual rigidity and to experiences in solving similar problems, this would seem to argue for more variety in problem situations, less emphasis on risk dangers, more attention to familiarity, security, and permissiveness as the learner sees the situation.

Emphasis on Problem-Solving

As we organize more and more of our instruction and materials around projects and major problems, we may gain motivation and interest from the realism; but we must remember that participation alone does not bring about a high level of learning. Studies in the teaching of motor skills—like ironing, throwing, writing, golfing—stress the importance of the "intent to learn" as contrasted to the "intent to act." Most people will never learn up to capacity; most people will be satisfied with mediocrity. A person can wash dishes for years without any skill improvement, but the same person with "intent to learn" may improve rapidly. A girl

[2] L. Cole and W. Bruce. *Educational Psychology.* (See bibliography.)

makes a dress. The class puts on a dinner. When the skills and generalization remain purely incidental and are not appraised they may be poorly understood and inadequately developed. With the increased emphasis on unit planning and projects, the teacher must give more attention to problem-solving skills, must be increasingly alert to the need for skill training on parts, must be able to render skillful guidance in this process of digging out relationships or abstractions from the totals.

Learners do not develop a faculty for problem-solving; rather they develop an attitude toward objectivity and some skill in analysis. To teach answers is inadequate. Most of us, for example, were taught number relationships by answers. Figure 3, below, represents a problem in addition similar to thousands that we have worked before. Each letter represents a single digit, and each letter is a different digit. A letter such as *N* will be the same digit wherever it appears. This problem is workable. Yet for all of the practice that we have had with the decimal system, we may fail to see immediately that the letter *M* must equal the digit *one*. Most of us learned answers and formulas, without much opportunity for real problem solving with number relationships.

Figure 2

```
  0 0 0
x 0 0 0
  0 0 0
  0 0 0
```

Figure 3

```
  S E N D
+ M O R E
---------
M O N E Y
```

In conclusion we must recognize that the generalizations, the decision-making, and human relations that we prize in our democratic culture can be learned only in problem-solving situations and social interaction. Although our highest type of learning is evidenced in such generalizations, this high level of learning is not obtained when we try to teach too many concepts and generalizations—too many treated as words or even meaningless associations. Generalizations take on significant meaning as the learner applies them to different problems. The more varied his initial applications, the better are the chances for transfer of training. As a learner continues to experience the thrill of new applications and learnings, he revitalizes his "intent to learn." Freedom and encouragement to intellectualize his real problems, to try out new solutions and retest old ones; guidance in seeing total problems and the relationship of parts; access to appropriate materials, equipment, and resources of information—all in a social atmosphere of mutual self-improvement and skill development: these are the elements most likely to stimulate the learnings we prize.

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Answers to Puzzles of Figure 2 and Figure 3

A way of solving the puzzle of figure 2.

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  9567
+1085
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 10652
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The only solution of figure 3

Ways to Teach Money Management in a Family Centered Homemaking Program

Cleo Butler

Miss Butler is a homemaking teacher in North High School, Omaha, Nebraska, and was a participant in a workshop on family financial security education held at the University of Pennsylvania.

This article is the second in a series on practical classroom procedures in teaching particular aspects of the homemaking curriculum.

EVERYONE recognizes that families are concerned with money matters and that financial problems are the cause of many strained relationships in the home. In my home visits, it has been brought to my attention repeatedly that parents are concerned and anxious that their sons and daughters learn how to handle and use money wisely both for their present benefit and for the value that such skill will be in their future families.

How can homemaking education in the secondary schools help satisfy this need? We can teach money management in a family centered homemaking program in the following units:

1. Personal finances
2. Child development
3. Home management
4. Marriage
5. Consumer buying

It is necessary for people to determine what they want their money to do for them. Probably everyone has something he longs to have, to own, to do, or to enjoy. This wish can be the motivation and real incentive for a young child, a high school student, or a family to try to use its money to the very best advantage.

New students entering high school find many uses for their money. They want more money than they have; they want things that others have; and they wonder how to get more money and more things. In our school, we have found in the last two or three years that our students want help with their money problems.

Personal Finances

One unit that we try to schedule quite early in the fall in the ninth grade homemaking classes is: "My Personal Money."

The students study their own finances. First of all, they discuss what their problems are. Following are some of the questions that stimulate their thinking and discussion:

1. What is your present financial condition?
2. Do you think you are a good money manager?
3. Are you getting the greatest value for the money that you now have?
4. Are there always some things that you want and need but never seem able to get?
5. Do you have an allowance?
6. Where does your money go?
7. Do you have enough money for carfare, lunches, movies, clothing, entertainment, club affairs, books, gifts?
8. If you have difficulty making both ends meet, what can you do about it?

Taking allowances, gifts, and probable earnings into consideration, the students then try to work out a general plan for their personal finances. They are asked to do the following:

1. Put down their income, including allowance (if they have one), any money they receive from parents, and earnings whether received regularly or irregularly.
2. Keep a record of earnings and expenditures of any funds received for a period of two weeks. (This might be done before any other planning of the unit so that the information can be used.)
3. Make a list of definite or fixed expenses that will have to be met each week. (Carfare, lunch, music, or other lessons.)
4. List desired recreation for the week and make an estimate of what it will cost.
5. Consider activities for any average week and try to foresee and list any other expenses that might occur.

The students then tabulate each of their expenses, make a table showing the total income and the items for which money was used in the week,

add all these items, and figure the difference between total expenditures and total income.

A few minutes are taken each day to jot down both items of income and expense. This helps clear up any difficulties and maintains interest in keeping records. The following chart is used for record keeping:

INCOME			EXPENSES		
Date	Source	Amount	Date	Item	Amount
		$			$
	Total			Total	

After the first week, the charts are checked and an attempt is made to evaluate the choices made. A student asks himself: *Is there something I want very much, toward which I would like to save in the next few weeks?*

Many times, plans can be made so that desires may be realized. (This is one of the simplest and easiest ways to motivate saving–for a specific thing but not over too long a period of time.)

A similar chart of income and expense is made for the second week showing what the anticipated income and expenses will be, including the savings item. The students may have done some figuring here to see what items they might revise so that there could be a bit saved for a specific purpose. Then plans are compared with future expenses and revised to eliminate any apparent weaknesses either in planning or spending.

Interesting comments made to the teacher indicate that the principles are being applied. For example: "I was going to buy a coke or I was going to get a candy bar and then I thought I'd have to write it down so I didn't spend that money." Just the fact that there is another person (not one of the family) keeping in touch with the students and the handling of their money makes them feel the responsibility of doing a good job. The records are usually kept for several consecutive weeks, and a constant effort is made to improve on the plans.

Students need to learn early in this whole area of money management that the teacher is not passing judgment on their expenditures but is assisting them in exercising good practices.

Money Management in Child Development

One of the areas in our second-year homemaking curriculum is child development. Studying children to understand their feelings and actions helps high school students understand themselves more fully. When high school students study a specific area of child development, they can gain knowledge that is easily related to their own development. For example, the study of children's money in the child development unit assists the high school students to understand their own money management better and to improve their own judgment in regard to money. From a study of children's money, the students may arrive at some basic conclusions such as these:

1. Children today need money. A child must have money of his own to spend in order to learn to spend.
   (The student unconsciously puts himself in the child's situation.)
2. Children need help in learning to spend money.
   (The high school student relates some of his present or past difficulties to his attitude about children's money.)
3. Children need to know that money earned or received as an allowance should be used for the three purposes of: spending, saving, and giving or sharing.
   (This understanding helps the high school students to avoid selfish practices.)
4. Children need to realize that money may be borrowed if necessary, but it must be paid back. Examples: Money borrowed for lunches, supplies, carfare, and treats.
   (High school students may need to be reminded of their responsibilities in this practice.)

Homemaking students consider their personal expenditures. Miss Butler is standing at the blackboard.

Money Management in Home Management

In the third year of the homemaking program, home management is certainly a very important area. Attention is centered on the family group, including its money problems. Since most of the students have had some background of planning for the use of their own money, they have some common understandings as a basis upon which to begin the discussion.

The class applies personal money management to the family. It may discuss incomes and living standards, and learn what factors determine a family's way of living. Some other topics for consideration which stimulate both thought and discussion are:

1. Scale of living versus standard of living
2. Influence of family's goals as a result of family's way of living (What does the family really want out of life?)
3. The necessities of life; what are the expenses demanded by a particular scale of living?
4. Grouping of expense items which the family has, according to needs and wants
5. Methods of handling family funds: "dole," "allowance," "fifty-fifty," "equal salary," or "family financial plan" (The class can formulate cooperatively various means of judging or evaluating the different methods.)

Typical incomes for the community can be obtained through statistical information sources in the community. The entire class may work out one family plan or budget together and then analyze the plan. One device which seems effective is to have different groups of students work out plans for: a family living in a low-income bracket, a family living in a middle-income bracket, a family living in a high-income bracket. The students, in analyzing these plans, may be helped to realize what items in the expenditures may increase as the income rises. Group planning of this type tends to stimulate students to plan and to carry out home experiences in this area of homemaking.

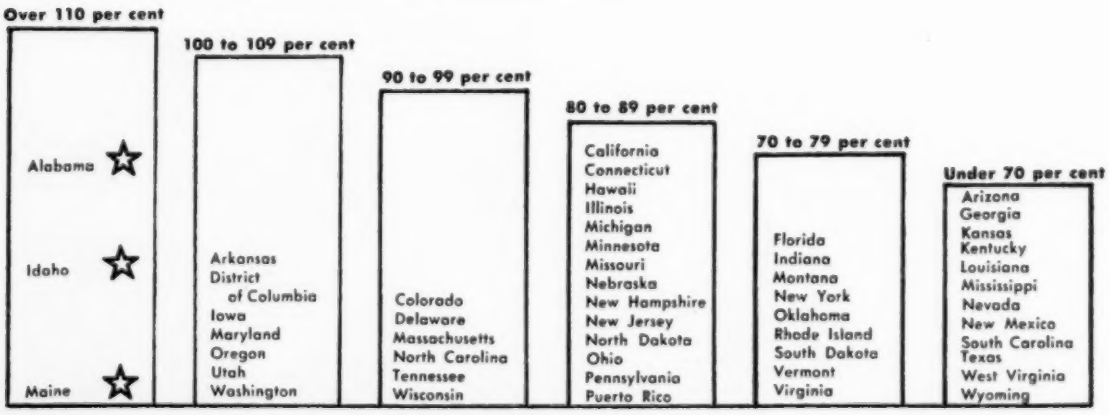
All of the steps in planning for family financial security apply to the young people who are looking toward marriage soon after high school graduation. Youths need to think through and cooperatively determine what values are important to them; for example: the responsibilities involved in raising a family, the importance of security, education, insurance, and savings.

Consumer buying has no limitations as to area or grade level of homemaking at which it can be taught. Whether it be meal planning, child development, clothing selection, home furnishing or home maintenance, there will be buying practices involved. Consumer buying thus necessitates continuous choice-making. At the same time it gives the individual opportunity to put money management into practice. Consumer buying and money management are natural companions in homemaking teaching as they are in real life family situations.

Anything as basic as money management should be taught at several points along the way in the homemaking program. In curriculum planning, the subject should be approached at appropriate interest and developmental levels of the students. It is after consistent concerted effort at all grade levels that we may begin to see the evidence of changed behavior—a sign of true learning.

When Will Your State Receive a Star?

110 per cent of 1952-53 members equals AHEA's 1953-54 membership goal.
Here's how states rate as of November 1, 1953:



The Home Economics Graduate in the Community

Ruth T. Lehman

Dr. Lehman is a professor of home economics education in the School of Home Economics at Ohio State University. She is also the author of *Appraising the College Program in Home Economics*, published by the AHEA in 1950. The survey she reports here was made in 1951 under the direction of Gladys Branegan, director of the School of Home Economics at Ohio State University. The IBM punching and sorting of data were done by the Bureau of Business Research on the campus, and working tables for the study were set up by Mrs. Jeanne Scott and Mary Fuqua, then graduate students.

COLLEGE faculties have commonly assumed that their graduates will be leaders in their communities—that, in fact, they have an obligation to accept this role, to make broader use of their education than simply for their own interests, their own ends, or their own gains. And we in home economics have assumed that our alumnae are no different from other college graduates in this respect.

So concerned have we been for this aspect of the development of home economics students that we have more and more emphasized participation in college organizations as an important part of general education and as essential preparation for later leadership. To be sure, we have been concerned also that in either college or community the individual maintain a sensible balance between such activities and other important aspects of living. We have not encouraged our students to become known as "jiners," nor to increase their activities simply in order to "make Mortar Board." Nor have we suggested that our homemaking graduates neglect their homes and families in order to assume places of prominence in the community. Nevertheless, we say: Activities *are* important.

What is the rating of home economists in this respect? We know something of the organizational activities of our undergraduate students. What do we know about our alumnae? Do they belong to many or few organizations? What part do they take in them? How is their participation influenced by community size, or by employment, or by marriage and children? The chances are that—be the department large or small—we can only guess at some of the answers.

Such questions received much attention in a recent survey of the alumnae of the School of Home Economics of Ohio State University. The period covered was 1900 to 1950. This survey might well have been called "The Home Economics Alumna: Her First Fifty Years," since the first bachelor's degree in home economics at this institution was granted in 1900.

The Group Studied

During the 50-year period, a total of 3,488 home economists were awarded one or more degrees by the University. In all, 3,259 were reached by the survey and responses received from 2,284 of these (or 70 per cent). Of this latter number, 2,160 held the bachelor's degree from this institution and comprise the group which is reported here.

Close to half of the 2,160 were living at the time of the survey in cities of 100,000 or more; a fifth, in rural communities; a third, in intermediate areas. The larger proportion (62 per cent) held the bachelor's degree only; the rest had either done some graduate work or had received one or more advanced degrees. Most of the group (1,753 or 81 per cent) were married, or had been married and then widowed, or in a few cases divorced. In 95 cases the home had been broken by death. Less than one-fourth of the widows had remarried by the time the study was made. Sixty-two other women had been divorced; of these almost one-half were then remarried. A fourth of all who were or had been married were employed—for either part or whole time—as were most of the single women (90 per cent).

Most of the married alumnae had married college men; in fact, two-thirds of the husbands were college graduates. Two-thirds also were in the "professional" or "proprietor-manager-official" occupation classes of the United States Census. Three-

fourths of the married alumnae had children. Their families were in the main young families; in over half of them (55 per cent) all the children were either of preschool age or preschool through the grades. In the next highest group (18 per cent), all children were beyond high school age. It is impossible to give, at this time, significant data on family size for the group as a whole; but women who had been graduated more than 25 years earlier—and hence might be assumed in most cases to have "completed families"—averaged better than two living children.

How Active Were Alumnae?

Table 1 gives an over-all picture of the extent to which the 2,160 alumnae had taken part in nonpaid community activities during the preceding five years. Practically all reported that they had participated in one or more activities. In fact, the average number given by the unmarried graduate was 5.9; by the married, slightly less (5.3). The larger number in both groups reported from one to five activities but some—particularly among the single women—listed even more than ten.

Participation, however, did not necessarily mean membership in organizations. Some alumnae attended and worked in church, Home Bureau, and other groups but were not members. In many other cases, too, the activity did not involve membership; for example, the volunteer services given to the Community Chest or Girl Scouts. Hence, the comparatively small number of memberships reported is readily understandable.

TABLE 1

Participation, membership, and leadership activities of single and married alumnae

ITEM	SINGLE ALUMNAE	MARRIED ALUMNAE
Participation of any type:		
Per cent reporting they took part in activities	97.3%	96.2%
Range in number of activities reported	1 to 28	1 to 26
Average number of activities	5.9	5.3
Per cent reporting:		
1 to 5 activities	51.5%	60.8%
6 to 10 activities	37.1	31.8
Over 10 activities	11.4	7.4
Membership in organizations:		
Average number of memberships reported	1.4	0.9
Per cent of all activities represented by membership	25.0%	16.8%
Service as committee member:		
Average number of committee memberships	1.2	1.1
Per cent of all activities represented by committee service	21.0%	22.3%
Service as an officer:		
Average number of offices	0.8	1.1
Per cent of all activities represented by service as officers	13.1%	21.9%

Certain interesting differences in the manner of participation appeared among the single and married alumnae. The former gave the higher proportion of their activities to membership in organizations; the latter, to service as an officer. Both, however, were well represented on committees.

Activity Groups

The nature of community activity in which there was participation of any sort varied with marital status, age, and size of community. Table 2 indicates the influence of the first of these factors.

TABLE 2

Types of activities in which single and married alumnae took part

ITEM	SCHOOL AND CIVIC	RELIGIOUS	PROFESSIONAL	SEMI-PROFESSIONAL	WELFARE	SPECIAL INTEREST	SOCIAL	OTHERS
Per cent taking part in one or more activities:								
Single women	54.3	72.7	81.3	29.0	24.6	28.5	44.0	17.7
Married women	62.8	80.8	38.0	18.6	32.7	36.0	57.6	19.7
Average number of activities which were reported:								
Single women	1.7	1.4	2.3	1.4	1.3	1.3	1.2	1.4
Married women	1.5	1.5	1.8	1.2	1.4	1.3	1.4	1.3

In terms of the proportion participating, the unmarried women were outstandingly high in professional activities, with religious activities a close second. School-civic and social groups stood next, but for only about half of the number. For the married alumnae religious participation was highest, then school-civic and social. It may be significant, too, that this group surpassed the single women in the proportion taking part in social, special interest, and welfare groups.

Table 3 shows the influence of age—as reflected by year of graduation—on the type of activity to which time was given. Age apparently made little difference in the relative participation of either group of women in their areas of outstanding interest. There was a trend, however, for the single woman to give somewhat more emphasis to social and special interest activities in the first years after graduation and again 20 or so years later. Welfare work, too, showed some increase in the later years. Activities of married women were apparently somewhat influenced by their family interests. They stressed professional activities for the first 10 years out of college but school-civic for the next 20 years. They gave also an increasing place to welfare work as time went on and their family responsibilities either lessened or became less confining.

Certain differences in relation to community size are apparent in table 4. Both groups of women showed a steady drop in emphasis on religious activities—this decrease varying inversely with the size of the community. In the case of the married group at least, this loss seems to have been absorbed by a corresponding increase in social welfare work.

one belonged, or the extent to which she accepted the leadership role implied in serving on committees or as an officer. And of them all, marital status seemed to be the dominant one.

Among the single women age was a factor. Membership in organizations tended to be highest among those who had been out of college 30 years or more and next high within the first 10 years

TABLE 3

Types of alumnae activities by year of graduation

YEAR OF GRADUATION	RELATIVE PER CENT OF ACTIVITIES							
	School and Civic	Religious	Professional	Semi-professional	Welfare	Special Interest	Social	Others
Single women:								
1945–50	16.7	18.9	31.0	5.9	4.5	7.8	11.3	3.9
1940–45	14.9	17.4	32.6	9.0	4.9	8.3	8.7	4.2
1935–40	12.7	21.4	39.7	7.9	2.4	3.2	7.1	5.6
1930–35	16.9	20.1	35.8	3.9	6.3	2.8	8.3	5.9
1925–30	16.6	14.3	39.6	7.1	4.2	4.5	10.1	3.6
1920–25	17.4	14.7	33.3	6.2	6.2	7.4	10.1	4.7
Before 1920–21	16.6	17.9	28.5	8.8	9.3	7.3	7.7	3.8
Married women:								
1945–50	15.0	26.1	19.4	4.6	4.1	8.1	18.4	4.1
1940–45	15.0	25.2	16.5	5.0	6.6	9.5	17.6	4.5
1935–40	21.2	25.5	11.4	3.6	7.5	10.1	15.3	5.5
1930–35	24.3	22.6	11.5	3.7	10.3	8.8	13.5	5.1
1925–30	21.2	19.9	11.9	4.9	12.9	8.7	14.5	6.0
1920–25	19.6	21.2	12.2	4.1	12.4	8.9	15.9	5.8
Before 1920–21	13.9	24.2	11.3	5.5	11.5	11.0	17.3	5.3

In the unmarried group, the woman in metropolitan areas especially stands out. Close to half of all her outside activities were professional in type. Special interest groups also were more important to her than to those in other communities. But social, religious, and welfare activities tended to assume a less prominent place with her.

What Influenced Membership and Leadership Activities?

Several factors were apparently influential in determining the number of organizations to which

after graduation. Likewise, although committee membership was quite generally assumed, it was only when they were in their forties or early fifties that these women took on much responsibility as officers. These findings may not be surprising. Older graduates have completed some of their major tasks in either a profession or homemaking and have time released to give to outside interests. The young have not yet taken on so many other responsibilities and are fresh and full of energy. Also related to this element of time may be the factor of employment. Those alumnae who were

TABLE 4

Types of alumnae activities by community size

COMMUNITY SIZE	RELATIVE PER CENT OF ACTIVITIES							
	School and Civic	Religious	Professional	Semi-professional	Welfare	Special Interest	Social	Others
Single women:								
Farm	16.4	25.4	32.8	0.0	1.5	8.2	11.9	3.7
Under 2,500	16.5	22.9	27.3	8.4	2.4	8.4	9.2	4.8
2,500 to 25,000	15.7	16.5	33.3	9.8	6.7	5.4	8.7	4.0
25,000 to 100,000	18.7	18.1	29.9	6.0	7.2	4.9	10.1	5.2
100,000 to 1,500,000	15.6	16.9	33.9	6.6	6.6	6.3	9.6	4.7
1,500,000—	15.6	14.0	41.9	5.6	3.9	10.1	6.7	2.2
Married women:								
Farm	18.2	26.0	12.4	5.6	5.2	12.3	13.3	7.1
Under 2,500	19.7	27.0	13.1	5.1	7.2	9.0	14.0	4.8
2,500 to 25,000	20.5	25.2	11.3	4.1	8.6	9.1	16.0	5.2
25,000 to 100,000	16.7	22.5	15.5	3.9	10.2	9.1	18.4	3.8
100,000 to 1,500,000	17.9	22.2	15.0	4.3	10.2	9.0	16.5	4.9
1,500,000—	20.0	19.0	13.1	4.3	11.4	8.2	18.4	5.6

employed tended to be the ones who served on committees, while those who were not working were more likely to be officers.

There was a direct relationship also between advanced study and membership and service as leaders. But the exact meaning of this relationship cannot be defined. Were those who received higher degrees more likely to be in a number of activities because they were also in important professional positions? Or were they after all the kind of person who had always been interested in such things?

Among both single and married alumnae, organizational affiliations dropped with greater homemaking responsibility; yet leadership activities increased. There were other factors which served to differentiate between the two groups.

The married alumnae gave more service as officers than the single ones, especially after they had been out of college ten years. Employment increased their membership rate, perhaps because so many of them were employed as teachers; but it tended to cut down on their leadership service. Neither the occupational nor educational status of their husbands seemed to be a factor in their activities. Children however did influence them, although not always in the direction that one might expect. The highest average membership rate was among those who had no children or, strangely enough, had five or more. On the other hand, those who had no children were the least active as leaders. Age of the children also made a difference. Mothers whose children represented the wide span of years from preschool through adulthood—although this was a small group—and those whose children were all grown tended to belong to more organizations than others. But those whose children were all in school or were all grown were the ones who consistently accepted leadership responsibility.

Some Generalizations and Questions

Certain general impressions are given by the survey, and some of these, in turn, raise questions in one's mind.

1. As a group these alumnae showed a gratifying interest in community activities.
2. The married alumnae gave evidence of having a more rounded program than did the single—who, it is true, were largely professional women. Do single women tend to concentrate too largely on the professional in their "extra-curricular" activities? Are they made to feel that they must belong to a number of organizations related to their work? Or were professional activities perhaps overstressed in their undergraduate days? Do married alumnae on the other hand find their opportunity for self-expression in their outside interests? Or do they possess more outgoing personalities? Or do their family interests encourage more varied participation?
3. Single alumnae tended to stress membership in organizations; and the married ones, service as officers. Is this more passive type of participation by the single women largely due to their interest in non-local professional groups? Many of them listed membership in various state and national organizations, where the opportunity for service as a committee member or as an officer is relatively limited. The married group, on the other hand, centered their service most frequently in their own communities. Why did they carry so much of the responsibility for leadership? Was it a role they especially liked and sought? Or was it often given them by others who considered the homemaker's schedule a flexible one? Or was it the result of their being well-known because of participating in a variety of interest groups?
4. Married alumnae showed a more consistent pattern of participation through the years than did the single women. The latter tended in their youth and also thirty years after graduation to stress membership in organizations; and in middle age, service as an officer. Why was this true? Was it a matter of enthusiasm? or of available time? or of a changing interest?
5. The already busy person tended to take on more work. The greater one's housekeeping responsibility, the more likely she was to serve as a leader. And the greater one's responsibility for children—particularly if all were of school age—the greater the leadership service given.

[AUTHOR'S NOTE: Other aspects of the study are reported in "The Employment Status of a Group of Home-Economics Alumnae" in *Educational Research Bulletin* for October 14, 1953; and "The Married Home Economics Graduate, 1900-1950" in *Marriage and Family Living* (forthcoming issue).]

AHEA's Membership Goal

10 PER CENT MORE IN '53-'54

Planning Ahead for Career Week

Minnie B. Akkerman

Mrs. Akkerman is an assistant professor of home economics education at the University of Houston. In this article she describes procedures that others can follow in planning for an extensive career week or a community-wide program.

OVER the past several years we have developed our regional project of a Home Economics Career Week to the point where it now seems possible that it may become a state-wide project next year. A description of the procedures that proved exceptionally successful in our 1953 project may be helpful to other groups who are now beginning their plans for the spring of 1954.

The home economics department of the University of Houston set out to increase enrollment in home economics and good will for the profession. This program started fully five years ago. It has since grown to involve the homemaking departments in all the junior and senior high schools of Houston and the surrounding area of 18 counties including 200 or more homemaking teachers. The teachers of home economics have been at the forefront in the project because of their number and close affiliation with boys and girls. In addition, there are the many home demonstration agents in the extension field in each of the counties, as well as the dozens of dietitians and the home economists in business who have charge of institution management and training the homemaker in the use of modern equipment.

In preparation for the 1953 career week project an evaluation of former career days was made early in the fall by students, homemaking teachers, supervisors, and members of the home economics department of the University. A pooling of ideas showed that they, the teachers and students, felt the need for and appreciated the encouragement given by the so-called "Career Days" and indicated that they would be reluctant to give up the project, although the responsibility was great. The idea of a representative committee being set up to make initial plans for the '53 career program was approved and a committee was selected to start plans.

This action committee created three committees: program, publicity, and resource. The chairman of each committee was selected from the action committee. Each committee included a representative from each of several areas of home economics, namely, teachers from junior high, senior high, and vocational schools; home economists in business; dietitians; extension workers; and homemakers.

Committees Begin Work

The action committee, after research and investigation, formulated its two broad objectives:

1. To acquaint girls with the broad field of professional opportunities in home economics
2. To focus attention on education for homemaking

It was hoped that in concentrating on these two specific problems the committee would achieve, first, increased enrollment in the junior and senior high school and college years, and second, elimination of shallowness from the thinking in regard to home economics.

Very early in the planning, it was apparent that if all the students in the Gulf Coast area were to be reached over a short period of one week, then it would be necessary to pull out all resources and to arrange them in such order that they could be diverted to the use of each community.

Committees' Ideas, Materials, Resources

The publicity committee set up a program of public relations that could be duplicated in each community, such as preparing posters, school news, local news, TV, and radio.[1] A bulletin telling of Career Week went out to all teachers *one month* in advance of Career Week.

The program committee prepared leaflets on careers in home economics [2] and made suggestions as to how these might be used in emphasizing a

[1] Opinion Building—A Public Relations Guide for Home Economists, published by the American Home Economics Association in June 1953, gives practical help on the use of all these media. Copies are available from the AHEA. Price 50 cents.

[2] A Better Beginning, an over-all leaflet on home economics careers, was included in the Texas packet. A free sample copy of A Better Beginning (the price in quantity for distribution at career day programs is 3 cents each) and a current publications list of other AHEA career materials may be ordered from AHEA headquarters.

Bernard H. Goodman, University of Houston, News Service Photo

Marilla Sommers, a junior home economics student at the University of Houston, poses against a background of travel posters, bags, and baggage, to imply some of the advantages that teaching offers.

career in each class period every day of Career Week, or in any other of the programs in school or community.

The resource committee found that materials for the Career Week undertaking were unlimited. It was a matter of canvassing, making an inventory, and setting up a schedule for use. Slides on careers in homemaking were ordered, and home service advisers took the job of seeing that the equipment was at the school when needed. TV and radio programs were set up on careers and were handled in numerous ways. A listing of all this material in a resource sheet went out to the 200 teachers in the entire area before the program date. The resource committee also prepared a list of available home economists for a speakers bureau.

Each committee was responsible for recording data pertaining to its field.

Designating Specific Targets

In order to carry out such an extensive program successfully it was evident that all home economists in every area must be enlisted.

At a meeting of the Houston Area Home Economics Association, the work of the action group was presented in panel form. The Association voted to co-sponsor Home Economics Career Week. The president of the Association headed a committee to enlist the aid of the mayor in declaring the week of March 22 Home Economics Week.

The county home demonstration agent asked that the county judge also proclaim Career Week. This procedure was to be duplicated in all counties.

Another committee was appointed to select the "home economists of the year." Announcement that Mabel McBain, director of homemaking, Houston Public Schools, was chosen "Home Economist of the Year" opened Career Week on Sunday, March 22.

One special TV program on Monday morning was dedicated to careers in home economics. On the evening public school TV program, there were "Orchids for Miss McBain" and a panel by representative home economists in business, homemaking, dietetics, teaching, and the Extension Service. The home demonstration extension TV program on Tuesday was "emceed" by the home demonstration agent, who interviewed homemakers and students on what homemaking meant to them.

In the home economics department of the University of Houston five girls were chosen by the student body to be "Home Economics Girl" for a day. A luncheon was given in their honor on Thursday, and the "Home Economics Girl of the Year" was chosen. Mary Diamond was presented along with Miss McBain as the "Home Economists of the Year." Slides on careers were shown to home economics students, and 1400 girls in other schools on the campus were reached through short talks and skits.

Home Economics Career Week for 1953 culminated on Saturday with 1200 Future Home-

Focusing spotlight on a few of the job possibilities in the field of interior decoration, this scene is from the pageant "Spotlight on Careers" presented by the Home Economics Department of the University of Houston.

Bernard H. Goodman, University of Houston, News Service Photo

Important spokes that strengthen the wheel of home economics are shown in this display for "Career Week" set up at Marshall Junior High School. Teacher Marie Smith (left) explains the wheel.

Bernard H. Goodman, University of Houston, News Service Photos

Dorothy Fleming (right), homemaking teacher, uses a visual display to explain to an interested student at Marshall Junior High School some of the careers that "flower" from home economics training.

makers of America gathered in Cullen Auditorium using "Promoting Further Interest in Homemaking" as their theme. A pageant, "Spotlight on Careers in Home Economics," was given by the home economics department of the University of Houston.

High lights on Career Week in home economics in different communities were given by girls from Orange, South Houston, Ganado, Alvin, and Bellville. These high lights included making posters; choosing the homemaker of the week; showing films; conducting panels, assembly programs, and club meetings; arranging displays; circulating newsletters; scheduling guest speakers; producing know-your-school programs; and watching the TV program on careers in home economics.

Notes on Career Week Evaluation

Results that could be tabulated showed the following:

Talks to 44 classes—2500 students
Slides to 20 classes—900 students
Four TV programs
Four radio programs
Three daily newspapers carried articles each day.
Neighborhood newspaper highlighted careers on Wednesday.
School papers carried news of Career Week.
Sixty per cent of the FHA chapters participated.
One teacher said that whereas only one student had previously indicated interest in the dietitian's work, after hearing a dietitian describe her work, 15 of the class were enthusiastic.

This was a new undertaking; no other group or school in the area had undertaken to do a project so extensive; consequently, there was little research that was helpful. Co-ordination of committee work was found to be of utmost importance to avoid delay in any one area or to avoid waning of enthusiasm. The co-ordinator would suggest that committee chairmen be carefully selected and then, in turn, that members of the committees be trained in the job to be done. Dates for progress reports should be set up ahead of time, to spur interest. Each committee should see how, as its objectives are fulfilled, they fit into a pattern and prepare for the next move.

Check List of Resources

The following resources were used in laying plans and sponsoring the Career Week:

PRINTED MATERIAL

A reference list of helpful articles from the JOURNAL OF HOME ECONOMICS, *Adult Leadership*, and *Leadership*

HUMAN RESOURCES

1. City supervisors of home economics education
2. Director of area home economics education
3. Teachers in junior high schools
4. Teachers in senior high schools
5. Home economists in business: home service adviser, food specialist, research worker
6. Dietitians in hospitals, in institutions
7. Home demonstration people in Extension Service
8. Homemakers

PUBLICITY

1. Community papers
2. Local newspapers
3. School papers
4. Folders on careers
5. Professional magazines
6. Pamphlets
7. Suggestive resources

AUDIO-VISUAL AIDS

1. Television
2. Exhibits, bulletins, posters
3. Window boxes
4. Slides
5. Films

Equipment Preferences of a Group of College Students

Betty Jane Johnston

Miss Johnston is an assistant professor in home management and household equipment in the School of Home Economics at the University of Connecticut.

THIS study was made to determine the equipment preferences of a group of college students and their attitudes toward certain appliances after working with the appliances during home management house residence.

Procedure

Questionnaires and observation of students at work in the home management house at the University of Connecticut provided the information for this study. In order to determine the equipment background of the 35 senior students who participated in the study, they were asked to give the total amount of experience they felt they had had with the appliances and kind and amount of equipment in their family homes (table 1).

TABLE 1

Equipment experience of a group of home economics students preceding home management house residence

APPLIANCE	PERCENTAGE OF AMOUNT OF USE			PERCENTAGE OF STUDENTS HAVING APPLIANCE IN FAMILY HOME
	Never Used	Used Several Times	Used Frequently	
Clothes dryer	80	11	8	3
Dishwasher	8	61	31	11
Freezer	25	54	20	37
Ironer	65	20	14	23
Automatic washer		28	71	68

The home management house at the University of Connecticut is equipped with an automatic washer of the agitator type, an electric clothes dryer, a console model ironer, an automatic dishwasher, and a four-cubic-foot, chest-type freezer. Students were asked to rank these appliances in the order in which they thought they would want to buy them for their own homes and to give reasons for their first and last choices. This was done before and after home management house residence.

Results and Discussion

We know that many older homemakers are reluctant to change their work habits, but we like to think that young homemakers will be more flexible in adjusting methods of work to new equipment. Student comments made before residence in the home management house showed some traditional—and often erroneous—ideas about the use and advantages of modern equipment. For example, of the dryer, an appliance with which students have had little experience, one student said, "clothes dried out on the line in the sunshine would seem fresher, and perhaps be whiter, than those dried by heat from an electrical source."

Of the dishwasher, this was one comment: "It takes as long to wash the pots and pans and get everything ready for the dishwasher as it does to wash by hand."

Some comments about the ironer were: "inefficient compared to hand ironing," and "can't do anything but flatwork on it."

Much education is needed in the use and care of new appliances. For example, a clothes dryer, correctly used, can eliminate sprinkling of clothes, but unless this is brought to the student's attention, the common practice is to dry everything thoroughly in the dryer, and then sprinkle the clothes that require ironing.

A summary of the mean rank scores given to each of the five appliances before and after students used them in the home management house is given in table 2. In order to show the effect of frequency of use on rank score, the data have been compiled for all students in the group, those who had never used the appliance, and those who had used the appliance several times before living in the home management house. The group that had used the equipment frequently was very small and was not tabulated separately. A rank of 1 indicated that the appliance was first choice; a rank of 5 that the appliance was last choice. A rank of 5 does not necessarily indicate that the student did not

like the appliance; it may mean only that she considered it to be of less importance in doing the work of the home than the other appliances that were listed. Even when students had used the appliance before living in the home management house, they had usually not considered its satisfactions in comparison with those derived from other appliances.

TABLE 2

Mean rank of appliance choice before and after using in home management house

APPLIANCE	RANK BEFORE USING IN HOME MANAGEMENT HOUSE	RANK AFTER USING IN HOME MANAGEMENT HOUSE	DIFFERENCE IN BEFORE AND AFTER RANK
Clothes dryer			
All students in group	4.2	3.7	+0.5
Never used dryer	4.3	3.6	+.7
Used several times	4.2	3.7	+.5
Dishwasher			
All students in group	3.5	3.2	+.3
Never used dishwasher	4.3	3	+1.3
Used several times	3.4	3.1	+.3
Freezer			
All students in group	2.5	2.7	−.2
Never used freezer	2.4	2.7	−.3
Used several times	2.5	2.7	−.2
Ironer			
All students in group	3.7	4.3	−.6
Never used ironer	3.6	4.3	−.7
Used several times	4.3	4.0	+.3
Automatic washer			
All students in group	1.1	1.1	0
Used several times	1.1	1.1	0

The clothes dryer and dishwasher were liked better, and the freezer and ironer were liked somewhat less after the students used them in the home management house than before. For the group who had never used the appliances, the shift in rank was greater, but in the same direction as for the entire group.

The automatic washer was ranked first both before and after home management house residence. All but three students chose it as the appliance they would want to buy first for their own homes, if finances and installation conditions permitted. It was the second choice of the three who did not rank it in first place.

Students had had more opportunity to use this piece of equipment than the others. Over two-thirds had automatic washers in their family homes, and dormitories and launderettes have offered additional opportunities for use. In their comments students tended to compare the automatic washer with hand washing rather than with a conventional washer. This might be because they had had little experience with the family washing, or it might be a result of dormitory living where many items of student clothing might be washed by hand, or perhaps the realization that with manipulation of the controls or by using small bags for some items, many things can be done in a washer, rather than by hand.

Students considered the laundry to be a tiring and often disliked job which had to be done frequently in a home. The washer saved more time and energy than did the other appliances yet allowed the user to leave the house or do other work during its operation. It was considered easy to use and that it did an effective cleaning job.

The freezer was ranked second in order of preference both before and after home management house residence. Three students selected it as their first choice. About one-third of the students had freezers in their family homes.

Student opinion as to the value of the freezer seemed to vary considerably; it was the only appliance with ratings scattered over each of the five possible ones.

The relatively short period of time each girl spends in the home management house and the few days spent on each type of work make it impossible to realize some of the long-time advantages of the freezer in a home management house situation. However, student comments indicated that current advertising of freezers and frozen food plans influenced their judgment as to the desirability of a freezer more strongly than did actual use of it in the home management house. The freezer decreased only slightly in popularity after home management house residence.

Two students who ranked the freezer in last place made these comments: "Not as necessary as the others, if you consider the space it takes, the area you live in, and the size of your family." "The other appliances save many hours and much hard work. I think a freezer is wonderful, but more of a luxury than a necessity."

The dishwasher ranked third in order of preference before and after home management house residence, with a slight increase in popularity after residence. Some students considered the dishwasher a luxury appliance for a small family. Other reasons for ranking it last were the preparation required, expense, and lack of distaste for hand dishwashing.

The clothes dryer changed from fifth to fourth place in preference after students used it in the home management house. This was the piece of equipment with which students had had the least experience. Only one student had a dryer in her home.

Before using the dryer, almost all the students

ranked it in fifth place. Most of them said that they preferred clothes dried out-of-doors or thought that clothes dried in a dryer had an undesirable look. Several mentioned that they were accustomed to hanging clothes on the line and did not find the work objectionable. As one student said, "Sometimes a housewife might spend so much time in the house, she'd welcome a chance to go outside and hang up clothes." One girl stated that her reason for placing the dryer last was simply the fact that she had never used one before.

About one-fourth of the group ranked the dryer in fifth place after using it in the home management house. One girl gave the following reason for ranking it in last place: "It is costly in relation to its use, although it is quite helpful on rainy days. A spin-dryer gets clothes dry enough that they are not too heavy to carry. Also the dryer makes more work because of lint."

This was the only student who mentioned the problem of lint in relation to the dryer; no one mentioned possible problems from excessive moisture in the room or shrinkage of some types of clothing when dried in a dryer. Several stated that they did not consider it either time or labor saving and that most homes have drying space available.

Many students commented that they liked the dryer much better than they thought they would, although it would not be a first or second choice for them. Some comments which indicate their changing idea of the dryer are: "I can see some of its advantages now, especially for a home with young children, or a home with no place to hang clothes." "I always thought clothes wouldn't smell as fresh as when hung out to dry. It does not make them smell as fresh, but it leaves no displeasing odor." "Although I think it's nice to have clothes dried in the fresh air, I found it was no great sacrifice compared to all the time saved by using the dryer."

The ironer moved from fourth to fifth place after residence in the home management house. About two-thirds of the group had never used an ironer before. Nearly one-fourth of the group had ironers in their family homes, but several commented that these were seldom used.

Much of the home management house laundry is flatwork, but many students try to use the ironer on some of their own clothing. The short time in residence usually does not enable a student to develop much skill in ironing other than flatwork. A number of the students stated that they were accustomed to using a hand iron, found one easier to use, and were able to produce a more desirable product than with the ironer. The ironer required more skill to use and more attention while using it than did the other appliances. Some of the comments about it are:

"The ironer seems best for flat laundry (sheets, towels, and so forth), which a homemaker can change her standards and not iron. Plastic and straw place mats have replaced the use of linens very often."

Summary

The automatic washer in first place shows that the students valued most highly an appliance which is easy to use, does the tiring, disliked, and frequently done work of the home, yet leaves them free for other activities. The ironer in last place shows that students valued less highly an appliance which requires skill to use, does what they consider less fatiguing and less disliked work, and requires their attention while they use it. This is a part of education in choice-making. The prospective buyer of an ironer should accept the idea that it will take time to learn to use it, and if she does not wish to spend the time, as one student stated, then an ironer is not a purchase in which she will find satisfaction.

Students tended to value most highly the appliances which they have used most often and less highly those they have used least often. With the economic limitations that most families face, it is important to choose those pieces of equipment that will prove of greatest value to the family. When students have had increased experience with equipment, they are better able to evaluate its usefulness. Those whose business is concerned with the encouragement of equipment sales might well note the effectiveness of allowing prospective buyers to have frequent contact with equipment.

When a user has little experience with an appliance, old methods frequently seem the easiest, but a new appliance used with traditional methods may not provide the greatest satisfaction. The homemaker of today needs education in what equipment to buy and how to use it.

AHEA's Membership Goal

10 PER CENT MORE IN '53-'54

The Truth about Weight Control

Committee on Food Fads

AHEA Food and Nutrition Division

Members of the committee on food fads who prepared this material for the *Journal* are Florence I. Scoular, North Texas State College; Ethelwyn B. Wilcox, Utah State Agricultural College; and Cecilia Schuck, Purdue University (chairman).

WEIGHT is a subject that interests almost everyone and has become a popular topic of conversation. Some would like to lose weight; others would like to gain it; and still others wish merely to maintain the *status quo*. The first group is at present receiving most attention, as is witnessed by the publicity it receives. The recent winner of the TOPS (take off pounds sensibly) award in Chicago no doubt felt a real sense of triumph, and rightly so.

Vigorous human beings carry some reserve body fat, but it is not desirable to have too much as it may become a handicap instead of an advantage. People who are neither too fat nor too thin look better and usually feel better. A desirable weight has been described as the weight at which one looks and feels his best.

Weight tables cannot show with complete accuracy what one should weigh because of individual differences in bone structure, muscular development, and body build in general; but they do serve as a guide. The recently devised weight charts that take into account not only height and sex but also type of frame are a less rigid and more accurate guide than the older charts and are to be preferred to them.

In this country, with its abundant food supply and many laborsaving devices, overweight constitutes a more serious public health problem than underweight. This is particularly true of adults, but overweight in the child or teen-ager may also be a handicap. After a person has reached adult size and is at his "ideal" weight, he should not gain or lose much for the rest of his life. At one time, it was considered normal for people, as they grew older, to attain a "middle-aged spread"; but increase in weight is no longer considered a normal or desirable accompaniment of added years.

It has been estimated that 15 million adults in this country suffer the risks incurred by excess weight. Studies *(1, 2)* indicate that overweight people are more likely to develop diabetes, heart disease, high blood pressure, and other life-shortening conditions earlier and are likely to die younger than are people of normal weight. Complications of pregnancy occur more frequently in overweight women. The overweight are more accident-prone and are greater surgical risks. As someone has aptly stated, "The longer the belt line, the shorter the life line."

What Causes Overweight

Heredity is often cited as a cause of overweight and recently experimental evidence has been obtained from work with mice in support of heredity as a contributing factor *(3)*. Also, it may be noted that there are families in which overweight occurs more frequently than it does in other families, but often the cause is to be found in the family eating pattern. Glandular disturbances share with heredity the blame for overweight. Underfunctioning of the glands that control metabolism may, in a few cases, contribute to overweight; but even when glandular disorders exist, regulation of food intake will aid in bringing about a loss of weight.

In the final analysis, overweight is usually the result of overeating. When the food eaten supplies more energy than the body expends, this excess energy is stored as fat. This being the case, weight reduction calls for a decrease in calorie intake which means a change in food habits. Re-education and control of the appetite are an essential part of a weight reduction program.

Sensible Diet Plans for Weight Reduction

Which diet plan for reducing weight should I choose from the many that are available in leaflet form, in current magazines, or in books? Should I lose weight slowly or rapidly? Is it all right to use a liquid or milk-and-banana diet to lose weight? After weight loss occurs, what diet should I follow? These are some of the questions you may be asking yourself today.

A good reducing diet meets the body's needs in every way but calories. Having the diet low in calories means that the body will use some of its stored fat to provide some of the calories needed each day. Make your diet adequate in protein, vitamins, and minerals. Develop food habits in reducing which will also help in maintaining the desired weight. Diets which are adequate in protein, vitamins, and minerals and which at the same time are low in calories require much more careful planning than do the same diets at normal calorie levels. Hence, select a reducing diet with care. Use common foods, then your diet will be easier to adapt to a diet that will maintain your desired weight after you have lost those extra pounds. Many people can easily lose the required pounds, but it is harder for them to keep from gaining back what they have lost. In other words, you must re-educate yourself to use a new set of dietary habits in order to maintain your ideal weight.

Good reducing diets that not only meet the nutritional needs of the subject but also use common foods and give one that satisfied feeling even while one is eating fewer calories have been developed by Leverton *(4, 5)* and Ohlson *(6)* as the result of recent experimental studies. Clinical progress of the subject, energy metabolism, nitrogen, calcium, and phosphorus retentions have been studied on a low-fat and a moderate-carbohydrate diet by Leverton and co-workers at the University of Nebraska *(7, 8)*. Ohlson and co-workers at Michigan State College *(9, 10)* have carried out similar investigations comparing results on a low-fat diet with those on a low-carbohydrate diet. The latter, which is high in protein and has a moderate fat content, has also been studied by Young at Cornell *(11, 12)*. Subjects on this type of diet did not suffer from excessive fatigue or hunger but had a sense of well-being during the weight reduction. The motion picture "Weight Reduction Through Diet" ably shows results and documents the weight reduction study at Michigan State College [1] on a 1400-calorie, high-protein, moderate-fat, and low-carbohydrate diet developed by Ohlson.

Other good reducing diets that meet the needs of the reducer have been developed by Jolliffe *(13, 14)* through clinical experience. Basic diets for adults, teen-age boys, teen-age girls, and pregnant and lactating women are given. Common foods are used and instruction is given on how to make substitutions so that the diet can be varied. Low-calorie recipes are also included.

To attain satisfaction on a lowered food intake, special consideration should be given to breakfast. Paradoxical as it may seem, a hearty breakfast which includes a liberal amount of protein is recommended. This type of breakfast will maintain a higher blood sugar level than will a skimpy breakfast, with the result that there will be a decreased desire to overeat at the other meals *(15)*. Thus a liberal breakfast will enable one to reduce the total calorie intake for the day with a minimum sacrifice of comfort and feeling of well-being.

Your doctor can help you decide how fast you should lose weight for your physical condition. The selection of a diet with a deficit of about 500 calories a day will enable you to lose at the rate of about one pound a week. Unless your doctor advises rapid weight reduction, it is better to lose weight gradually. When you first start on a reducing diet, don't worry if weight loss is slow. Because of retention of water at first when the body fat is being burned, a loss in body weight may not occur immediately. Beware of the fad reducing diets which promise a very rapid weight loss.

A simple method for figuring the calories that you need in your reducing diet is given by Jolliffe *(13)*. Aid in planning a diet that will maintain your new weight is given by Leverton *(4)* and Jolliffe *(13)*. They recommend that you revise your food habits or train the "appestat" (a new word coined by Jolliffe to designate an appetite-regulating mechanism) to a level that will maintain you at your normal weight. That slim, good-looking figure and better health resulting from reducing to the proper weight can only be kept by continued watchfulness of the food intake. If you start to gain weight, then reduce the caloric content of your maintenance diet. It is easier to control your weight when the excess is small than after large amounts have accumulated.

The Facts about Exercise

We know that when an individual is active, the fuel needs of that individual are greater than when the same individual is awake but relaxed and resting. We also know that the fuel needs of this individual for a given activity are in direct proportion to the body's weight; that is, that the heavier the body weight, the greater the number of calories required for any specific activity. An overweight person uses more calories than a normal individual of normal weight for the same activity. Similarly, the basal metabolic rate of the obese is

[1] This 1-reel color and sound motion picture is available from Association Films Inc., 35 W. 45th St., New York 19, New York.

greater than that of the normal-weight individual. That this increase in basal calories is due to overweight has been shown by Cederquist *et al. (9)* who found that the consumption of diets substandard with regard to calories produced a progressive decrease in basal energy. This confirms the earlier work of Newburgh *(16)*, who stated that fat people expend more total energy in performing work and produce more total heat in the basal state than do people of normal weight. According to Aldersberg and Mayer *(17)*, this accounts for the fact that a person who has successfully achieved a weight loss requires fewer calories to maintain this weight than was previously required to maintain his weight at the higher level. Unfortunately, those who wish to lose weight have a tendency to reduce voluntary activity while dieting rather than to maintain their activity, if it is adequate, or to step it up. Overweight is less frequent in physically active people.

According to Newburgh *(18)*, there may be harm in an obese person's exercising. If the individual has a heat production of 3500 calories and is receiving only a 450 calorie diet, acidosis may result, as the extra calories will be derived from body fat. Individuals who enjoy exercise need not be restricted if they are not overtaxing their hearts. This author further states that the human being is only about 25 per cent efficient; he will dissipate 3 calories as heat for every calorie he converts to work. Accordingly, if he weighs 250 pounds, he will use only 3 calories to climb a flight of stairs 10 feet high. He could do the same by depriving himself of 1/3 gram of butter or of 1/4 teaspoon of sugar more easily. He will have to climb these stairs 20 times to use up the energy in 1 slice of bread. Exercising is usually a harder way to reduce weight than by the limitation of food. But it can contribute appreciably to a weight reduction program if engaged in regularly. Mayer and Stare *(19)* call attention to the fact that exercise is an important aid to weight reduction if carried out frequently, consistently, and in moderation. They note that playing handball or squash a half hour every day represents a caloric equivalent of 16 pounds per year.

That exercise may be impossible, even contraindicated or distasteful for the obese subject, is noted by McLester and Darby *(20)*. In addition, these authors state that exercise emphasizes the calorie deficit to the patient through aggravating the sensation of hunger and thereby renders more attractive the breaking of the rules of the diet. Benedict and Benedict *(21)* concur with the idea because they state that increase in energy expenditures is a procedure of doubtful value in weight reduction, first, because the energy cost of fairly considerable muscular feats is so small and second, because muscular exercise is a potent stimulant to the appetite. Those who enjoy exercise are frequently those who develop a ravenous appetite in the process and find it harder to adhere to their diet. However, moderate exercise carried out regularly does not necessarily increase the appetite to the point that the added calorie intake equals the increased energy expenditure brought about by the exercise *(19)*.

The usual adjustment of the human body to reduced energy intake according to Munro *(22)* is by a progressive decrease in basal metabolism and in voluntary activity. Consequently, those who can safely be more active without an increase in appetite find it easier to lose weight than do those in whom activity increases the appetite. There is no fixed or standard exercise regime for all obese individuals.

What about Drugs

In the popular mind drugs have long represented a short, easy way to health. People often fail to realize that the judicious use of drugs requires the knowledge and skill acquired through medical training and that their use should be left to advice of a physician. At an earlier period the two classes of drugs used as a short cut to weight reduction were metabolic stimulants and laxative salts. Self-medication with the former was fraught with the greatest danger, but the latter was also highly undesirable and frequently harmful.

The most recent additions to the "get-thin-quick without dieting" drugs are the bulk-producing preparations *(23)*. Their property of absorbing water has led to the belief that they form a bulky mass in the stomach resulting in a feeling of fullness. Actually this absorption of water and swelling of the material takes place chiefly in the intestinal tract. Even if the former were true, it does not follow that there would be a diminished desire for food. With people who have formed a habit of overeating, the appetite or desire to eat tends to exist even when the stomach is full. It would seem then that the bulk-producing gums sold under a number of trade names may well be relegated to the graveyard of numerous other reducing fads.

One of the above preparations is combined with dexedrine sulfate, a drug that is known to have an appetite depressing effect. The use of the latter

drug under a doctor's supervision may have a place in a weight reduction program; but self-medication, here as elsewhere, should be discouraged.

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Greetings to All

Dear Home Eccers, Oct 23 1953,

I thought it was best not to pay any dues for the year '54, as I am now 95 years old and can read very little. I really did not know how many dues were. But when the pink sheet came I found it too hard to take myself away from the "Home Eccers" I had loved so long. God bless you all.

Nellie Sawyer Kedzie Jones

(Reproduced with the permission of the writer, whose address is 320 Lathrop Street, Madison 5, Wisconsin)

AHEA Consumer Standard for Sheeting

Presented for *Journal* publication by **Mary C. Whitlock**
1952-53 chairman of the AHEA Consumer Interests Committee

As a result of the long-time interest of the American Home Economics Association in textile standards, the Association has adopted a tentative standard for bleached cotton sheeting. The data were prepared by members of the consumer interests committee and the standard was approved by the executive committee of the American Home Economics Association in 1950. The material has now been put into specification form and is being published herewith. Reprints are available from the AHEA headquarters at 10 cents each. The standard is designated as the American Home Economics Association Consumer Standard–I, 1950, Sheeting: Cotton, Bleached.

Four types of sheeting are covered by the standard. In addition to specifying the physical properties of the yarn and fabric, type of yarn, count (yarns per inch), weight, and minimum breaking strength, the standard includes maximum allowable shrinkage and the ratio of wet and dry breaking strength.

Maximum allowable shrinkage has been specified since the efficiency of a sheet as a bed covering depends partly upon the sheet's final length and width. If shrinkage of sheeting is more than 3 per cent (the maximum allowed in the American Home Economics Association Standard), the size of the sheet is seriously affected.

The ratio of wet to dry breaking strength is included because it is considered to be an important indication of whether or not the sheeting has been weakened by overbleaching or otherwise improperly treated during the manufacturing process.

A consumer can use the standard for estimating quality of sheets at the time of purchase, providing that the manufacturer gives adequate information on the labels accompanying the sheets. By comparing any available information with that in the standard, a consumer can learn in what respects the material in the sheets may perhaps surpass, meet, or be lower than the standard and what information may be lacking. In addition to using the American Home Economics Association Standard when determining the quality of the material in the sheets, a buyer will also want to consider the construction of the sheets–size of the sheet, whether it has been torn rather than cut from bolt, strength of selvages, size or quality of stitching. Information regarding these factors is found in the leaflet "The Consumer Speaks–How to Buy Sheets," published by and available from the American Home Economics Association (price 10 cents).

THE AMERICAN HOME ECONOMICS ASSOCIATION
CONSUMER STANDARD–I, 1950
SHEETING: COTTON, BLEACHED

1. SCOPE AND CLASSIFICATION

1.1 *Scope.* This standard applies to bleached cotton sheeting made with plain weave from single carded or combed yarns.

1.2 *Types.* Bleached cotton sheeting covered by this standard shall be of the following types:

Type 200 (100 x 100) combed yarns (percale)
Type 180 (90 x 90) combed yarns (refer to section 5.1)
Type 180 (90 x 90) carded yarns (light weight muslin)
Type 140 (70 x 70) carded yarns (heavy weight muslin)
Type 128 (64 x 64) carded yarns (medium weight muslin)

2. APPLICABLE SPECIFICATIONS

2.1 *Specification.* The following specification in effect on date of making sheeting that will be labeled or advertised in any way as conforming to this standard shall form a part of this standard:

Federal Specification CCC–T–191 Textiles:
General Specification, Test Methods

[Copies of Federal Specifications may be obtained from the General Services Administration, Room 7110, 7th and D Streets, S.W., Washington 25, D.C. Include check or money order made payable to the Treasurer of the United States. Price of the Specification noted above, which is the one currently in effect in September 1953, is $1.75.]

3. REQUIREMENTS

3.1 *Properties of sheeting.* The sheeting shall be all cotton and shall have no defects that affect serviceability and which, if present, would classify the sheeting as a "second." The physical properties of the four types of sheeting shall be as given in table 1.

4. TEST PROCEDURES

4.1 *Test conditions and methods.* All tests shall be made in accordance with the methods described in Federal Specification CCC-T-191 Textiles: General Specification, Test Methods with the exception as noted in section 4.2.

4.2 *Shrinkage.* The determination of per cent shrinkage shall be determined after ten power launderings each of which shall follow the nine-step formula given in table 2.

5. NOTES

5.1 *Designation of types.* Type 200 (100 x 100) combed yarns is a fine percale sheeting having a soft, smooth texture—cool to the touch. Type 180 (90 x 90) combed yarns is sometimes referred to as percale sheeting in industry but is not so designated in this specification since this sheeting does not have the texture of the percale sheet.

5.2 *Ratio of wet to dry strength.* Wet-dry strength ratios give a simple indication of overbleaching or other adverse treatment during manufacture, thus causing damage to the cellulose. Cotton fabric that has not been overbleached or otherwise subjected to chemical damage will have a higher wet than dry strength. If chemical damage has occurred, the wet strength falls below the dry strength.

TABLE 1

Physical properties of types of bleached cotton sheeting

TYPE	COUNT		WEIGHT		MINIMUM BREAKING STRENGTH (GRAB)		MINIMUM RATIO OF WET TO DRY STRENGTH*		SIZING (MAXIMUM)	MAXIMUM SHRINKAGE	
	WARP	FILLING	MAXIMUM	MINIMUM	WARP	FILLING	WARP	FILLING		WARP	FILLING
	yarns per inch	*yarns per inch*	*oz per sq yd*	*oz per sq yd*	*pounds*	*pounds*	*ratio*	*ratio*	*per cent*	*per cent*	*per cent*
Type 200 (100 x 100) combed yarns	100 ± 4	100 ± 4	4.0	3.6	60	60	1.2 : 1	1.2 : 1	1.0	3.0	3.0
Type 180 (90 x 90) combed yarns	90 ± 4	90 ± 4	4.0	3.7	60	60	1.2 : 1	1.2 : 1	1.0	3.0	3.0
Type 180 (90 x 90) carded yarns	90 ± 4	90 ± 4	4.0	3.7	60	60	1.2 : 1	1.2 : 1	1.0	3.0	3.0
Type 140 (70 x 70) carded yarns	70 ± 4	70 ± 4	—	4.6	70	70	1.2 : 1	1.2 : 1	2.0	3.0	3.0
Type 128 (64 x 64) carded yarns	64 ± 4	64 ± 4	—	4.2	55	55	1.2 : 1	1.2 : 1	4.0	3.0	3.0

* Refer to section 5.2

TABLE 2

Formula for laundering

STEP	OPERATION	WATER LEVEL	TIME	TEMPERATURE	SUPPLIES AND METHOD
		inches	*minutes*	*° F*	
(1)	Break-suds	5	10	135	Soap and alkaline builder (Ratio: 2 soap to 1 alkali) (Sodium metasilicate was the alkaline builder used in this case)
(2)	Suds	5	10	155	Add adequate soap to make running suds
(3)	Bleach-suds	5	10	160	Add soap adequate to make running suds plus 2 quarts 1 per cent chlorine bleach per 100 pounds fabrics Note: The chlorine bleach is to be added to the suds.
(4)	Rinse	12	5	160	
(5)	Rinse	12	5	125	
(6)	Rinse	12	5	110	
(7)	Rinse	12	5	100	
(8)	Sour-rinse	5	5	90	Regular commercial "sour," or acid salt
(9)	Blue-rinse	12	5	90	Regular commercial bluing

AHEA's Membership Goal

10 PER CENT MORE IN '53-'54

RESEARCH

The Measurement of Attitude Components in Family Life Education Research

James Walters

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UNTIL comparatively recently little attention has been given to the study of the components of attitudes with reference to family relationships.

Beller *(1)* has emphasized an important distinction between the two components of an attitude, the *behavioral disposition* and the *interiorized norm*. The behavioral disposition is essentially what a person believes he *would* do in a given situation, and the interiorized norm is reflected by what the individual believes he *should* do.

According to Beller, if one anticipates behaving in a prescribed fashion he is more likely to do so if the values which he has interiorized do not reflect contradictory impulses. Thus, if one responds he *would* permit a wife to be employed outside the home yet responds that he thinks he *should not*, his behavior could be predicted with less accuracy than if his responses did not reflect such incompatible impulses.

While it is important to note that the values which one interiorizes may not reflect the dominant accepted social patterns of the class of which one is a part, they are not different from the behavioral disposition in that they are the product of the individual's interaction with his environment. The process of interiorization, it is believed, is an important component of attitude in that it influences the intensity, regularity, and scope of the behavioral disposition.

In an earlier piece of research, Walters and Ojemann *(2)*, studying attitude components of high school sophomores and seniors concerning brother-sister and husband-wife relationships, presented evidence which substantiates Beller's view that significant differences exist in what individuals believe they would do in projected situations and what they believe they should do.

Several questions, however, remain unanswered. How stable are the attitudes of young people in their late teens and early twenties with respect to how they believe they would respond in their marriage and how they believe they should respond? What are the differences in attitudes of men and women in these age groups with reference to the roles they believe they would assume and those they believe they should assume? This study purports to throw light upon these questions.

Specifically, the purpose of the study is fourfold:

1. To ascertain the differences in attitudes of college men and women concerning their roles as future husbands and wives
2. To compare the attitudes of these men and women by means of a second administration of the test after a period of four months has elapsed
3. To note the differences in attitudes of *men* as revealed in tests given at the beginning and at the end of the four months' period
4. To note the differences in attitudes of *women* as revealed in tests given at the beginning and at the end of the four months' period

Subjects

The responses of 80 single women and 39 single men enrolled in marriage education classes were utilized. The students were alike in that they were undergraduate students at Oklahoma A & M College. The sample was relatively homogeneous with respect to age and socioeconomic background (middle and upper middle classes), yet heterogeneous with respect to field of specialization, academic proficiency, intelligence, and interests.

Procedure

A somewhat indirect approach to the measurement of the behavioral disposition and the interiorization of norms was purposely chosen since research *(3)* has indicated that such an approach has several advantages over the general statement type of item. One of the greatest objections to the direct approach in attitude measurement—for example, "Do you believe married women with school-age children should seek employment outside the home?"—is that though not purposely modifying his real attitude, the subject may make slight alterations in his response if he feels that his attitude deviates from some supposed cultural norm or if he feels that his attitude will offend the examiner seeking the information.

In the present study, Form A of the Husband-Wife Relationships Test[1] was used. The students were presented with a variety of situations in the general areas of work, play, and child rearing. In one-third of the situations, the wives were put in a superordinate position in relation to their husbands, in one-third in a partnership position, and in one-third in a subordinate position. Instead of asking the students directly whether they favored a given role for women, each situation presented described some behavior involving the roles of women as wives and in certain situations as mothers. The students were asked two questions following each situation: (a) *Would* you do the same? and (b) Do you think you *should* do the same?

It is possible to note from a test of this type: (a) the attitudes of a particular individual concerning selected family relationships, (b) the range of practices that he is willing to approve, (c) the relative acceptance of each practice for a particular group, and (d) the similarities or differences in the attitudes concerning family practices as evidenced in the distribution of approved practices.

In a former investigation *(2)*, the results of Form A of the Husband-Wife Relationships Test which was used in the present study were compared with those of Form B to ascertain the per cent of agreement between the responses to the two forms. This was found to be 0.72. The paired items on Forms A and B are comparable but not identical. The purpose of using two forms in the original investigation was to note whether or not consistency in response existed when the role concepts were generalized. It was felt that a high measure of consistency had been sacrificed to observe generalization.

To ascertain if there would be a higher measure of consistency in response when one of the forms of the Husband-Wife Relationships Test was presented twice with an interval of one week between the two testing periods, Form A of the test was given twice to a group of 61 men and women enrolled in the marriage education course. The per cent of agreement obtained between the sets of responses was 0.85, with a range for the individual items from 0.72 to 0.98. Only four items on the test yielded per cents of agreement below 0.75. It was assumed that had the test been presented twice in the same manner to the students serving as subjects in the present study that a similar measure of consistency would have been obtained.

Ackerley's study *(4)* of the transferable elements in interviews with parents in which a comparison was made of the use of attitude tests and the interview method yielded evidence which suggests that there is some justification for using the interview as a criterion for rating validity of written responses. It was found that the oral interview had particular advantages over written techniques in that the interview provided greater opportunity for (a) questions concerning generalities and obscure points, (b) detailed responses, and (c) spontaneous answers. In the original investigation *(2)* designed to construct the Husband-Wife Relationships Test, a per cent of agreement of 0.79 was obtained between an interview and Form A of the test used in the present investigation.

In the present study, the Husband-Wife Relationships Test was administered during the first week of the fall semester during which the students were enrolled in the marriage education course at Oklahoma A & M College and again during the last week of the semester in January. The tests were given during regular class sessions over a period of several days. Ample time was allowed for the completion of the test. Although each of the several instructors teaching the marriage course administered the test in the section of the course for which he was responsible, there is no reason to believe that the students participating in the investigation felt it necessary to falsify their responses, since they were assured that their instructors would not analyze their responses, and that there were no right or wrong answers but that the answers were purely a matter of their opinion.

The instructors were most co-operative in allow-

[1] The Husband-Wife Relationships Test is included in the appendix of the author's master's thesis, "A Study of Two Components of Adolescent Attitudes Concerning Selected Family Relationships," which is on file in the library at the State University of Iowa.

ing participation of their classes in the research project and agreed that the presentation of the test should be as informal as possible. Also, it was agreed that if any student did not wish to participate he would not be required to do so. If a student asked whether he must answer all of the questions, he was encouraged to do so but the instructors did not insist. In tabulating the data, however, only those tests which had been entirely completed at both presentations were used.

Results

At the beginning of the semester, in 7 of the 36 situations presented, the differences in responses of the men and women were statistically significant. The differences were as follows:

1. More of the responses of the men than those of the women revealed that they
   a. *Would not* have a couple have children until both the husband and wife desired them even though the husband wished them very much
   b. *Should not* have a couple have children until both desired them
   c. *Should* have company officials give preference to the wife in a job over her husband if it were "good policy" for the company to do so
   d. *Should* have the husband give up an argument concerning owning a dog in order to maintain peace in the home
   e. *Should* have the husband "sacrifice himself" and play a game of golf his wife wished to play when he really didn't wish to do so
   f. *Should not* have the husband be insistent regarding the feeding habits of their children even though he knew as much as his wife about the feeding of children
2. More of the responses of the women than those of the men revealed that they *would* have the wife feign fatigue in order to get her husband home in a situation in which the husband was reluctant to admit his own weakness.

These differences reflect that the men more than women held attitudes which reveal husbands as assuming psychologically supportive roles which are characterized by considerable concern for the happiness of their wives. A similar trend is noted in terms of the women's concern for the happiness of the husband. Since the differences expressed are in terms of the welfare of the other partner, it is unlikely to expect any of these differences to stimulate conflict.

At the end of the semester, in 9 of the 36 situations presented, the differences in responses of the men and women were statistically significant. The differences were as follows:

1. More of the responses of the men than those of the women revealed that they
   a. *Should not* have a couple have children until both husband and wife desired them even though the husband wished them very much
   b. *Would* have the husband assume the major responsibility for caring for the garden even though his wife wasn't occupied with other things
   c. *Should* have the husband assume the major responsibility for the garden
   d. *Should* have the company officials give preference to the wife in a job over her husband if it were "good policy" for the company to do so
   e. *Would* have the husband decide whether the children had music or art lessons during the summer even though the decision might be opposed to the feelings of the wife
   f. *Would not* have the husband be insistent regarding the feeding habits of the children even though he knew as much as his wife about the feeding of children
   g. *Should not* have the husband be insistent regarding the feeding of the children
2. More of the responses of the women than those of the men revealed that they
   a. *Would* have the wife receive alimony in the case of divorce even though there were no children to support
   b. *Would* have the husband and wife assume equal responsibility for noticing signs of illness in their children

Though more of the responses of the men than of the women at the end of the four months' period evidenced concern for the wife's welfare in the situations presented, it is interesting to note that in one instance more men than women would have the husband make the decision with respect to special education for the children even though the decision might be contrary to the judgment of the wife. More women than men at the end of the semester, on the other hand, were thinking in terms of alimony in the case of divorce even though there were no children to support.

A comparison of the responses of men at the beginning and at the end of the semester reveals that in 2 of the 36 situations presented the differences were statistically significant. The differences were as follows:

1. More of the responses at the beginning than at

the end of the semester revealed that the men *should* have the husband give up the idea about owning a dog when the wife did not wish one.

2. More of the responses at the end than at the beginning of the semester revealed that in a situation in which both the husband and wife were employed outside the home the men *would* have the husband and wife plan together in arranging a housekeeping schedule whereby they shared the responsibilities so that they would have more time for recreation together.

No great change in the attitudes of men over a period of a semester was evidenced in terms of the factors measured by the test used. There was, however, at the end of the semester some evidence of a greater acceptance of the idea of sharing homemaking tasks when the wife was gainfully employed outside the home.

A comparison of the responses of the women at the beginning and at the end of the semester reveals that in 3 of the 36 situations presented the differences were statistically significant. The differences were as follows:

1. More of the responses at the beginning than at the end of the semester revealed that the women
   a. *Would* have the husband assume the major responsibility for the care of the garden even though the wife wasn't occupied with other things
   b. *Would* have the husband decide whether the children should have music or art lessons during the summer even though the decision might be contrary to the judgment of the wife
2. More of the responses at the end than at the beginning of the semester revealed that in a situation in which both the husband and wife were employed outside the home the women *should* have the husband and wife plan together in arranging a housekeeping schedule whereby they shared the responsibilities so that they would have more time for recreation together.

The responses of the women did not reflect a great change in attitudes over the semester period. There was, however, at the end of the semester a greater acceptance of the idea of sharing homemaking tasks when the wife was gainfully employed outside the home. On the other hand, the women were less inclined at the end of the semester to reject the idea of having the husband assume the major responsibility for the care of the garden than at the beginning of the semester.

Discussion

In the evaluation of the results a word of caution is necessary. The writer was chiefly interested in the differences of attitudes between men and women, in that they may give rise to overt conflict, and in the relative stability of the attitudes expressed by the students. Had it been the function of this study to test the effect of a given course of study on the attitudes of the students, a control group would have been necessary. This is not to say that the courses in which the students were enrolled had no effect, for it is reasonable to hypothesize that they did; but it is equally likely that experiences outside of school served to modify their attitudes. This problem insofar as the present study is concerned is not a great one, for the change in responses of the students over the one semester period as reflected by the test utilized was small.

It is not the function of this paper to suggest that family patterns should necessarily be of a partnership nature or that one of the members of the family should assume a superordinate role. In everyday living we see about us successful families in which in certain situations one partner assumes a superordinate role, in other situations a partnership role, and in others a subordinate role. The roles which one plays are probably of significance only in relation to the meaning which one ascribes to them. Some women and some men assume by choice a subordinate role in relation to those with whom they live. Others prefer to play a superordinate role in certain situations and a partnership role in others. Admittedly, not all differences stimulate conflict. However, in terms of education for family living, it seems desirable to acquaint students with these differences, to help them understand how they come about so that they may learn to respect differences in authority patterns, and to enable them to develop skills in alleviating conflicts which may arise as a result of these differences.

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The Effect of Three Cooking Methods on the Thiamine, Riboflavin, and Niacin Content of Green Soybeans [1]

Barbara Branthoover and Nao Sekiguchi

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THE soybean in the green bean stage has been recommended for use as a vegetable to the homemaker not only because it adds variety but also because it has a high nutritive value. In appearance, green soybeans resemble young Lima beans but have a richer, more delicious nutty flavor. Green soybeans contain greater percentages of protein (12.5 per cent) and fat (6.5 per cent) when compared to other fresh legumes. Their calcium content (0.079 per cent) is relatively high, and they are also a better source of iron (0.003 per cent) and of phosphorus (0.265 per cent) *(1)*.

More information is available in the literature regarding nutritive values of dry mature soybeans than of green soybeans. Vitamin studies have been conducted on raw, frozen, or dehydrated green soybeans, but few data were found for cooked ones. Miller *(2)* in 1944 found 0.31 mg of thiamine per 100 g in the raw green vegetable but only 0.19 mg (per 100 g), a loss of 40 per cent, after the beans had been boiled in the pods for 35 minutes. To minimize such large losses in a vegetable which has been publicized as a good source of the B vitamins, it was important to try other cooking procedures to see which method or methods retained maximum amounts of the vitamins. This experiment was undertaken to determine what losses occurred in the B vitamins thiamine, riboflavin, and niacin when the beans were cooked by three household methods.

Experimental Procedure

Two series of experiments were made 5 months apart on two soybean varieties. Cooking procedures for the two series were essentially the same, but in the first, laboratory hot plates and a pressure cooker were used; whereas in the second, a household electric range and a pressure saucepan were used.

In each series, beans were cooked until done but due to some differences in maturity, the cooking periods varied. It was thought that because household equipment was used and cooking times were more carefully standardized for series 2, results should be more reliable; but since results of series 1 support those of series 2, data for both are presented.

Two varieties, Sac and Rokusan A, were grown on a plot on the University of Hawaii farm [2] and harvested before 9 a.m., 51 days later. In Hawaii, green soybeans are normally harvested by pulling up the entire plant and using all the beans. However, for this experiment, the beans were hand picked to eliminate obvious maturity differences. Preparatory to cooking, the bean pods were washed, dried, thoroughly mixed, and divided into five 600 g lots.

One lot was shelled and assayed raw, and the other lots were cooked until tender as follows:

I. A lot of unshelled beans was placed in a 4-quart aluminum pan, and sufficient boiling water was added to cover the beans. After the water returned to a rolling boil, cooking was continued for 23 minutes.

II. Unshelled beans were cooked as in I but for 5 minutes only. Subsequent shelling yielded 1 pint of beans which was cooked in ½ cup of water for 18 minutes in a 1-quart aluminum saucepan. This method was divided into two sections using two lots of beans. One lot was carried through the 5-minute cooking period (IIA), and the second lot was cooked to completion as described above (IIB). Both the partially and completely cooked

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[2] Through the courtesy of C. F. Poole, olericulturist in the vegetable crops department.

lots, the latter with the cooking water remaining after completion of cooking, were assayed to determine in which cooking period the greatest vitamin loss occurred.

III. One-half cup of boiling water and a fifth lot of unshelled beans were placed in the pressure saucepan. The beans were held at 15 pounds pressure for 1½ minutes.

and 50 g were blended with 50 ml of 0.1 N H_2SO_4 for the niacin determination. (This procedure was thought to be more desirable than chopping the beans and then blending with acid.) Analyses were made on aliquots taken from these slurries. Thiamine and riboflavin were assayed in triplicate and with a recovery by the thiochrome and fluorometric methods as outlined by the Association of Vitamin

TABLE 1

Retention of thiamine, riboflavin, and niacin in cooked green soybeans

VARIETY AND TREATMENT	MOISTURE	THIAMINE			RIBOFLAVIN			NIACIN		
		As Assayed	Dry Weight	Retention	As Assayed	Dry Weight	Retention	As Assayed	Dry Weight	Retention
	per cent	*mg/100 g*	*mg/100 g*	*per cent*	*mg/100 g*	*mg/100 g*	*per cent*	*mg/100 g*	*mg/100 g*	*per cent*
Series 1:										
Sac:										
Raw	78.8	0.227	1.071	—	0.210	0.991	—	1.733	8.18	—
Cooked:										
Method I	78.5	0.150	0.698	65.2	0.145	0.674	68.0	0.738	3.43	41.9
Method IIA	78.4	0.166	0.769	71.8	0.170	0.787	79.4	1.087	5.04	61.6
Method IIB*	78.2	0.116	0.532	49.7	0.144	0.661	66.7	0.950	4.36	53.3
Method III†	76.3	0.173	0.730	68.2	0.188	0.794	80.1	1.217	5.14	62.8
Rokusan A:										
Raw	73.8	0.296	1.130	—	0.225	0.859	—	1.825	6.97	—
Cooked:										
Method I	74.8	0.203	0.806	71.3	0.186	0.738	85.9	1.088	4.32	62.0
Method IIA	74.2	0.240	0.931	82.4	0.196	0.760	88.5	1.392	5.40	77.5
Method IIB*	75.1	0.181	0.727	64.3	0.160	0.643	74.9	0.994	3.99	57.2
Method III†	74.2	0.244	0.946	83.7	0.205	0.795	92.6	1.241	4.81	69.0
Series 2:										
Sac:										
Raw	79.4	0.240	1.165	—	0.177	0.860	—	1.668	8.10	—
Cooked:										
Method I	81.5	0.144	0.779	66.8	0.114	0.616	71.6	0.722	3.90	48.2
Method IIA	83.3	0.188	1.126	96.7	0.125	0.749	87.1	1.054	6.31	77.8
Method IIB‡	81.7	0.164	0.896	76.9	0.121	0.661	76.9	1.048	5.73	70.8
Method III	80.4	0.166	0.847	72.7	0.135	0.791	92.0	1.043	5.33	65.8
Rokusan A:										
Raw	77.8	0.313	1.410	—	0.170	0.766	—	1.730	7.80	—
Cooked:										
Method I	80.1	0.184	0.925	65.6	0.114	0.573	74.8	0.709	3.57	45.8
Method IIA	80.0	0.232	1.160	82.3	0.148	0.740	96.6	1.035	5.18	66.4
Method IIB‡	80.5	0.210	1.077	76.4	0.124	0.636	83.0	0.993	5.09	65.3
Method III	77.5	0.215	0.956	67.8	0.160	0.711	92.8	1.142	5.08	65.2

* The water remaining after simmering was discarded.

† Cooked in pressure cooker for 6 minutes at 5 pounds pressure.

‡ The water remaining after simmering was included in the assay.

When cooking was completed the beans were cooled as quickly as possible. Unshelled beans were drained in a wire basket and dipped in ice water for ½ minute, and shelled beans were cooled by immersing the saucepan containing the beans in ice water for 3½ minutes.

The cooked soybeans could be quickly shelled by holding the pods between the thumb and forefinger and pushing the beans out of the pod. Six hundred grams yielded approximately 200 to 250 g of shelled Sac and 150 to 200 g shelled Rokusan A soybeans.

From each lot of shelled beans, 100 g portions were blended in an electric blender with 100 ml of 0.1 N HCl for the thiamine and riboflavin assay, Chemists *(3)*. Niacin was determined by the microbiological method recommended by the same group, in duplicate and with a recovery. The moisture content was determined in duplicate.

Results and Discussion

The retentions of three B vitamins, thiamine, riboflavin, and niacin, in green soybeans cooked in three ways are summarized in tables 1 and 2. The highest loss of water-soluble B vitamins occurred when the vegetables were cooked in large amounts of water. The pressure saucepan method gave consistently higher retentions of all the vitamins than methods using a large amount of water. One would also expect smaller losses with soybeans

cooked in the pods than with soybeans shelled prior to cooking. In the first series, this was the case. Except for one niacin value, cooking beans in the pods (I) resulted in better vitamin retention than cooking shelled beans, when cooking water was discarded (IIB).

TABLE 2

Differences in vitamin retention due to discarding cooking water in method IIB

VARIETY AND TREATMENT	THIAMINE	RIBOFLAVIN	NIACIN
	per cent	*per cent*	*per cent*
Sac:			
Cooking water utilized....	76.9	76.9	70.8
Cooking water discarded..	49.7	66.7	53.3
Rokusan A:			
Cooking water utilized....	76.4	83.0	65.3
Cooking water discarded..	64.3	74.9	57.2

Method II in the first series differed from method II in the second series in that the small amount of water remaining after simmering was discarded. When the water was not discarded, method II showed not only consistently higher retention than method I for all the vitamins but also gave somewhat higher results than did the pressure saucepan method for thiamine and niacin though not for riboflavin (see table 1). Table 2 shows that retentions in method II were from 8.1 to 27.2 per cent higher when the cooking water was utilized. Another point in favor of method II is that the beans are hot and ready to serve immediately whereas in I and III the beans would require reheating after shelling with probable additional vitamin losses.

In method II, both partially cooked and completely cooked lots were assayed to determine when the largest loss occurred. In series 1, both varieties, during the initial period, lost 82 and 53 per cent, respectively, of the total niacin loss and in series 2, 76 and 97 per cent. Thiamine and riboflavin losses ranged from 46 to 62 per cent of the total loss in series 1, and from 14 to 75 per cent in series 2. The largest percentage of niacin was consistently lost in the first 5-minute cooking time; but for thiamine and riboflavin, the largest loss varied between the two periods.

Under the conditions of this study riboflavin appeared to be slightly better retained than was thiamine. Niacin showed the poorest retention of the three vitamins studied.

A factor affecting calculations of vitamins on the dry basis is the solution of solids in the cooking water. This causes a decrease in dry matter with a consequent increase in the apparent vitamin content based on dry weight. It was not feasible in this experiment to try to recover the soluble solids to correct this error. This effect on the calculation of vitamin retention is minimized in the pressure saucepan method in which the vegetables were not in contact with large amounts of water. Retentions were calculated on a dry weight rather than on a wet weight basis because the moisture content of the beans varied up to 3.9 per cent within the 5 lots for one variety. This range in moisture content was large enough to cause an appreciable difference in the final calculated retention.

Summary

The effect of three household cooking procedures upon the retention of three B vitamins in green soybeans was investigated. Two varieties of soybeans were used, and the vitamins assayed were thiamine, riboflavin, and niacin. One lot of soybeans was boiled in the pods with enough boiling water to cover until done (I); another was cooked as above for 5 minutes only (IIA), then shelled and simmered until done (IIB); and the third was cooked in a pressure saucepan (III).

The results showed that when the simmering water in II was not discarded, this method was superior to the others in retaining thiamine and niacin but not riboflavin. If the water was discarded, II was generally the poorest method for all the vitamins. The pressure saucepan method was the best for riboflavin and second best for thiamine and niacin.

Riboflavin appeared to be the best retained and niacin the most poorly retained vitamin.

Under the conditions of this experiment, the highest value from green soybeans with respect to vitamin content was obtained when the beans were parboiled 5 minutes to facilitate shelling, then shelled and cooked in a small amount of water until done, utilizing the cooking water. An alternative method that also resulted in good retention of the B vitamins was the use of a pressure saucepan when care was exercised not to overcook the beans.

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COLLEGE CLUBS

MRS. CAROL BEST, *EDITOR*

Citizenship Stressed at Conference

Joanne Showalter and Beatrice Holm

The authors, George Washington University students, represented AHEA's college clubs department at the Eighth National Conference on Citizenship held in Washington, D. C., September 17-19.

IS freedom a right or a privilege? Is freedom relative or absolute? What *is* freedom? These questions stirred in our minds as we listened to eminent judges and educators and participated in discussion groups at the Eighth National Conference on Citizenship. Each of the 1,000 delegates representing 800 different organizations had a different perspective on the question "What Price Freedom?"—the theme of the Conference. Each had a chance to talk during the discussion group sessions.

The Conference is held annually under the auspices of the United States Department of Justice and the National Education Association for the purpose of "the development of a more active, alert, enlightened, conscientious, and progressive citizenry in our country."

Price of Freedom

In his welcoming speech, NEA president William A. Early said that there is no *one* price of freedom. The prices, he said, consist "of eternal vigilance in support of our constitutional government, of high morale and physical well-being on the part of the largest possible number of our people, of high ethical and moral standards universally understood and accepted, of maintenance of a strong economic system that affords full employment and a fair distribution of services and products, of adequate care of the unfortunate and helpless, of strong and efficient local government in affairs that are rightly of local concern, of government of laws and not of the whims and caprice of authoritarians, of the full protection of the right to be in the minority, of the unswerving observance of the Bill of Rights, and of making the Four Freedoms realities as well as ideals."

New Citizens

As we heard the Honorable Luther W. Youngdahl, Judge of the United States District Court, address the 49 candidates from 9 different countries who were about to become naturalized citizens of the United States, we knew he also challenged those of us who are soon to be of voting age. He said, "Democracy will survive only if it becomes a personal possession whose worth and practice is a part of our lives. . . . We therefore urge you to become active, aggressive, and positive citizens."

The Honorable John J. Parker, Judge of the United States Circuit Court of Appeals, gave the keynote address at the Conference banquet. He said that an important weapon against totalitarianism is the understanding of all our people of the basic principles of freedom. "The false philosophy of communism will never be able to stand up in a fair and open fight with American democracy when the people have a real understanding of the issues that are involved in the conflict," he said.

However, in order to have freedom of speech, we have to guarantee it also to those whose ideas are hostile to our institutions. "We must never forget that, unless speech is free for everybody, it is free for nobody; that, unless it is free for error it is not free for truth," Judge Parker emphasized.

Attorney General Herbert Brownell, Jr., gave the final address to the Conference, stressing the importance of our court system in the maintenance of the freedom of the individual. Even though persons accused of crimes abuse their right to certain safeguards in the courts, he said, these must be maintained for everyone or "this strongest bulwark of democracy" will be threatened. He described trials as they have been conducted in the satellite countries behind the Iron Curtain to illustrate what might happen here if our judicial system did not guarantee certain rights. "Citizenship in a democracy imposes upon each one of us heavy responsibilities," he said. "This includes the obligation to be informed of the reasons why we insist on the safeguards we accord to individuals

Beatrice Holm and Joanne Showalter

accused of crimes, even to those who would abuse them."

Discussion Groups

The leaders of the discussion groups showed skill in drawing out the views of delegates of different racial backgrounds, creeds, occupations, levels of education, and interests. And the coffee hour which started each day created a friendly, informal atmosphere which made it easy to be drawn into an exchange of ideas between sessions. We felt that we were truly experiencing the "melting pot" aspects of our country.

What We Can Do

We were profoundly affected also by our intimate association with leaders of the present day in the struggle to maintain the freedom we now enjoy. Even they, with their "years of living," had difficulty defining freedom. The discussion summarizer said that he had liked this statement made by someone—"The essence of freedom is this: those who are affected by decisions have some voice in making those decisions."

That gave us the clue to the kind of action our college clubs should take to help us be dynamic citizens of a democratic country. We suggest that during our college days we should aim toward developing in ourselves a background of knowledge and ability to think that will help us vote and speak intelligently as we do our part in making the decisions that affect all of us.

The two of us agreed that in our own college club we will initiate the plan of devoting at least one meeting to discussion of the price of freedom and how we may prepare ourselves for citizenship responsibilities. We expect to ask for help from a professor in the history or government department in planning a stimulating program and, because we are in the nation's capital, we hope we may enlist speakers who are actually working in the federal government with the laws we help to make.

Another type of project we urge upon all college clubs is that of preparing for civil defense. As citizens in a democracy, we cannot avoid problems—but we can face them and be prepared. We must not be hysterical about the possibility of having to defend our freedom, but we should be obtaining the knowledge and skill that will find us ready to serve if needed. We will also help others be prepared as we carry out the AHEA college clubs department plan for action for this year in which we state that we will "co-operate in the civil defense program by providing speakers and films that will help the public understand the program."

Charm Cues from Prudence Dorn

Good posture is the basis of a trim appearance. Practice this exercise daily to acquire a more graceful carriage: Stand with your back against a straight wall—heels, hips, shoulders, and head all touching the wall. The space between the middle of your back and the wall should not be any larger than that needed to accommodate your finger tips. If the space is greater, tilt your pelvis and slowly bend your knees to flatten your back against the wall. Repeat this exercise.

Graduating Seniors

Are you graduating in midyear? It's time to see the head of your home economics department about the special half-year membership in the American Home Economics Association that was created just for people like you. She will tell you that the membership costs only $1.75 if you join AHEA before leaving the campus, plus whatever your state dues are. And when you join under this half-year plan you are a member of AHEA until the end of the fiscal year, July 31, and receive five issues of the JOURNAL OF HOME ECONOMICS. (June graduates who join before leaving the campus pay $3.50 for a year's AHEA membership.) Work toward 100 per cent affiliation of graduating seniors is part of the college clubs' plan for action this year!

The BHNHE Reporting

EMILY C. DAVIS
Bureau of Human Nutrition and Home Economics

A new statistical picture of farm housing gives hitherto unavailable information about living conditions of farm families in relation to their livelihood—that is, the size of the farm business, whether or not the family owns the farm, the family income. The facts are shown for the country as a whole and for major regions.

Based on 1950 Census data not previously brought together, the study of housing facilities and equipment farm women have to work with, by Mrs. Barbara B. Reagan, is a BHNHE contribution to a report on farm families, issued co-operatively with the Bureau of Agricultural Economics and the Bureau of the Census.

The report shows that poor housing is widespread among families operating small-scale commercial farms. There are about three-fourths of a million such families, mostly in the South. Thirty per cent of their houses are classed as dilapidated. More than 80 per cent have no running water, no gas or electric range. About 60 per cent do have electricity somewhere on the farm, and about a third have an electric washing machine, and slightly more have a mechanical refrigerator.

On the largest commercial farms, the operator's dwelling almost always has electricity, a kitchen sink with drain, and mechanical refrigerator. Yet about 30 per cent of these homes do not have hot and cold running water or the other plumbing facilities.

"Farms and Farm People—Population, Income, and Housing Characteristics by Economic Class of Farm" can be ordered from the Superintendent of Documents, Washington 25, D. C. Price 50 cents.

The electric system in many farm areas is beset by the gremlin of excessive variations in voltage. The cause—faulty design of the distribution system—stems partly from rapid expansion in use of electricity but also from lack of knowledge as to demand characteristics of farm loads.

Since a large proportion of electricity used on most farms is for operating household appliances, the Bureau shared in a federal-state pilot study, in which 16 Iowa farms were metered with recording voltmeters and ammeters at intervals through a year.

Three leading causes of variation in electrical demand found on these farms were the season of year and whether or not the family had an electric range or water heater. Almost invariably, the peak use of an electric range was the peak also for electricity in use on the farm as a whole. The water heater peak came slightly after peak use for the farm.

The records of voltage variations showed need for more adequate farmstead wiring and more attention to wiring so as to divide the load between the two 115-volt legs of 115 to 230 volt circuits.

From home canning laboratories of the Bureau comes an idea for use in cooking research when there is a bacteriological question.

Experiments indicate that the heat penetration method for determining times and temperatures needed for processing canned food can also be used to determine whether a cooking procedure—such as baking or double-boiler or steam-kettle cooking—is likely to be adequate to destroy microorganisms that cause food poisoning or disease.

This research method has been first applied to cookery in experiments using dried egg in baked custard. Tests with other dishes are being made.

A questionnaire recently sent to a group of nutrition leaders spotlights some of the timely topics on which nutrition educators welcome guidance.

The questionnaire reached readers of the *Nutrition Committee News*, a small bi-monthly periodical which the Bureau prepares to enable federal, state, and local nutrition committees to exchange information on nutrition education and school lunch activities.

Of topics recently featured, these leaders rated the following highest in value: activities related to nutrition for the aging, diets of children, how to change food practices, ways to improve nutrition teaching, positive steps to provide correct food information.

Purpose of the readership survey was to give the Bureau guidance as to what information these leaders currently need.

Timed to be useful in the honey utilization program launched by the U.S. Department of Agriculture and industry in October is a new BHNHE booklet on honey. It succeeds the Bureau's old and familiar honey leaflet (L-113) and, in addition to recipes and general cooking suggestions, it gives buying pointers on distinctive flavors of honey, marketed forms, and how honey is graded.

Single copies of the new booklet, "Honey . . . Some Ways to Use It," HG-37, may be had free from the Office of Information, U.S. Department of Agriculture, Washington 25, D.C.

In Short

You Are the Key to Better Personnel Relations

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This is a summary of Dr. Brayfield's talk at a meeting of the institution administration department during the 1953 annual meeting of AHEA.

Misunderstandings among human beings arise in large part because of differences in social perception. In recent years psychologists have been carrying out studies which have identified some of the factors that cause different people to view the same social situation differently. One notable finding is that the degree of ambiguity in a situation influences the amount of misinterpretation and thus lays the basis for misunderstandings. An important determinant of social perception is the motivational structure of the individuals involved. Personal needs are reflected in the ways in which we appraise situations.

Misunderstandings (social misperceptions) among people may be *minimized* in the following ways:

1. By structuring the situation in so far as possible to minimize the amount of ambiguity

For example, the supervisor must understand and play a well-defined role and must help employees to define and understand their respective roles.

2. By increasing the amount of participation of others in planning and decision-making processes

Thus the supervisor fosters participation of all employees in matters affecting their work routines.

3. By enabling persons to express their own motivations and come to grips with them

Here, the supervisor may well follow the lead of counselors in using the methods of acceptance and recognition of feeling in their daily dealings with other personnel.

Misunderstandings can only be minimized—they cannot be eliminated. The three methods described, when skillfully employed, will reduce social misperceptions.

Effectiveness of Water-repellent Finishes on a Home Furnishing Fabric[1]

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The purpose of this study was to determine whether a home furnishing fabric could be made more effective and require less care in home use if it were given a water-repellent finish.

One objective was to determine the specific characteristics that each type of water repellent gave to the basic fabric. Another objective was to determine whether the same finishes were more effective when applied in the home or when applied by a textile finishing company. A third objective was to find the best home method of applying a silicone finish.

A typical home furnishing fabric, vat-dyed yellow sailcloth, was finished commercially with the following finishes—quaternary nitrogen compounds, silicones, aluminum-wax emulsions, and zirconium-wax emulsions. Some cloth was processed in the laboratory with silicone or aluminum-waxed compounds, which could be used by a homemaker.

The warp breaking strength and the abrasion-resistance of each of the finished fabrics and the unfinished control were determined. Each fabric, finished and unfinished, was stained with red wine, permanent blue-black ink, and lipstick; and removal of these stains was attempted. Fabrics were then rated as to how well the stains were removed.

The resistance to the penetration of water by impact for each of the 12 fabrics and the unfinished control was determined.

Samples of both treated and untreated fabric were soiled with a thick paste of clay, charcoal, and water. When dry, the soiled samples were brushed to remove the excess soil. Then, half of the soiled samples were laundered in a solution of soap in soft water, and the other half were dry-cleaned at a local cleaning establishment. The samples were soiled, then laundered—in that succession—five times; or soiled and dry-cleaned. Light reflectancies of all the samples at all stages—soiled,

[1] Abstract of a thesis prepared in partial fulfillment of a Master of Science Degree in Home Economics, Purdue University, under the guidance of Dr. Elizabeth D. Roseberry.

laundered, or dry-cleaned—were determined and compared.

The following conclusions were drawn from the results of this study:

1. Both durable and nondurable water-repellent sailcloth were quite resistant to moisture penetration before laundering or dry cleaning. After cleaning five times, only one commercially applied silicone and one quaternary nitrogen compound performed satisfactorily, the silicone considerably better than the quaternary nitrogen. A greater percentage of any durable finish was removed with dry cleaning than with laundering; a greater percentage of any nondurable finish was removed in laundering than in dry cleaning.

Statistically, when all data were considered, it was found that home-applied finishes, durable or nondurable, did not resist moisture penetration as well after five cleanings as did the commercially applied finishes. A silicone spray was found to be the most effective home-applied finish for water repellency.

2. Both durable and nondurable water-repellent fabrics are difficult to soil with any liquid soil. Only a heavy paste of clay, charcoal, and water could be made to soil these fabrics successfully. After each laundering or dry cleaning (when some of the water-repellent material had been removed) the finished samples soil more readily, more like unfinished.
3. The unfinished fabric lost the most soil with the first two launderings. The third laundering showed the least soil removal from the majority of samples, including the unfinished. Thereafter, two silicone-finished samples—a commercially applied and the home-applied silicone spray—were found to lose the most soil.
4. All samples lost about the same amount of soil in dry cleaning as laundering. However, after two dry cleanings they appeared, on the whole, a little duller than after two launderings. Soil removal was more uniform for those dry-cleaned than for those laundered. No finish type appeared to retain appreciably more soil than the other finish types. Most aluminum-wax emulsion samples displayed erratic color changes (soil retention) with dry cleaning.
5. Water-repellent fabrics are difficult to stain with ink or wine. After one laundering their resistance to these liquid stains is lower; after five launderings it is considerably lower, particularly for the nondurable finish types. After one or five launderings the home-applied finish group absorbed ink or wine more readily than did those of the commercially applied finish group. The commercially applied silicone and quaternary nitrogen finishes, which were most resistant to the penetration of moisture, were also most resistant to the penetration of liquid stains.

Lipstick, a greasy substance, was more difficult to remove from the water-repellent fabrics than from the unfinished. This was true regardless of the finish type or the number of times the samples had been laundered before staining with lipstick.

6. Statistically, breaking strength was found to be significantly lower after application of two commercial finishes—the silicones and quaternary nitrogen compounds. After laundering, too, there was a significant loss in the breaking strength of the samples with home-applied and commercially applied finishes.
7. Two home-applied finishes—silicone spray (durable) and aluminum-wax in solvent (nondurable)—greatly increased the fabric's abrasion-resistance before laundering. It was indicated statistically that abrasion resistance for commercially applied water-repellent fabrics increased after the first laundering. It appears that water-repellent finishes do not appreciably affect the abrasion-resistance of a fabric unless the water-repellent film is concentrated on the surface of the fabric.

Clothing and First Impressions: A Teaching Note as Our Students See Us

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"When you women have some idea you wish to convey to me, you wear blue," Wilbur Brookover told the members of a Seminar on Studies and Research in the Social Aspects of Textiles and Clothing at Michigan State College in August 1951. This idea of wearing blue, especially navy, as an indication that an individual wishes to communicate with the beholder is in direct opposition to the author's belief that women resort to navy when they are not quite sure of what is expected of them, or of what other women will be wearing. However, needless to say, the most retiring of the navy-clad seminar members was invariably drawn into a lively discussion as to why she wore that particular dress on that particular day.

The subsequent discussion at the seminar of ways of determining how important clothing and grooming were in "first impressions" and in "success" or "failure" in one's particular field inspired the following informal experiment.

Since the author was going to a new campus where the students would have little chance of seeing her before the first class meeting, she thought it an opportune time to see if she could learn something of students' first reactions to an instructor—and at the same time dramatize for the students the importance of first impressions. Need it be added that she wore blue?

The experiment was by no means an attempt to do scientific research in the fields of sociology and clothing. The results, however, may entertain you, and certainly should cause you at least to pause and think. Before class the instructor wrote the following instructions on the blackboard:

> The instructor will report to the room after the class bell rings. Without further instructions you are to write your first impressions of the instructor. These are to be sealed in envelopes which will be given to you, and these envelopes will be returned to you, unopened, later in the semester. Time: 5 minutes.

and then withdrew from sight until the class bell rang. She then walked into the room and stood facing the class with her arms at her sides and with what she hoped was a minimum of facial expression.

At the end of the semester when the unopened envelopes were returned, the students with no apparent reluctance gave to the instructor the contents of the envelopes (without their names). The following quotations are from the students' papers:

> Our instructor is a woman of about 35. She wears her hair piled high on her head and not too much make-up. Her dress is blue (heliotrope) with black (navy) trim. Quite suitable to her and for her profession. The material is a print and looks to be made of cotton. She wears small earrings which are inconspicuous but add an interesting touch. Her shoes are navy with open work in the front and back.
>
> The dress has a slenderizing appearance and the (high) heels give her added height which is also slenderizing. Her hair is combed straight back from her forehead and adds to her look of tallness. Her whole dress and grooming tend to make her look taller and slimmer, which for her type of figure is good.
>
> . . . but she appears to be a little on the solemn side and has a rather dignified look. Her height and her hair-do contribute to this. Evidently she is a sensible person for, although it is fall, she is wearing a dress fit for the weather.
>
> The instructor appears to me to be very well groomed. She seems to look like an instructor in clothing just from the first glance at her.
>
> On first observation of my clothing instructor ..... there are many doubts in my mind. ..... appears as if she will definitely know much about what she is teaching, but. . . .
>
> The instructor entered the classroom with all the pomp and dignity of an old-fashioned school-marm. It seems that she is trying to force a disgusted or bored expression; however, she is well poised and in complete control of the way she wishes to appear.
>
> The instructor who walked into the room at the sound of the bell looked like a very austere and scrutinizing woman. She peered at us as though she were doubtful of the sincerity in our hearts toward the course in which she was instructor.
>
> She has an unflinching gaze—it does not seem to really belong to her at all. (Student had met the instructor previous to class.)
>
> She was on time to class too, therefore class will begin promptly at nine.
>
> She gives the impression, by her dress and carriage, that she knows her subject.
>
> No doubt, she will expect her pupils to be meticulous just as she appears.
>
> The instructor looks as if she would be a good one, hard but fair: that she would give interesting lectures but not book lectures.
>
> I believe that the instructor is a person who expects the utmost of each individual and that she will be a slightly hard marker. Nevertheless, I think she will mark fair and accordingly. I furthermore think she will be understanding.
>
> She hasn't smiled yet, showing perhaps that she is a little self-conscious at having everyone in the room looking at her and writing an impression of her. I hope this is so because she looks like the type of individual who would have a pleasing disposition. However, her features suggest that she can be stern if she must.
>
> Her facial expression does not give away her feelings or emotions and she is what I would call a very prim woman.
>
> She did seem very matronly and thus provoking a certain calm and warmth about the room.

The young men and women who participated in this "experiment" were freshmen, sophomores, juniors, and seniors enrolled in home economics, arts and science, business administration, nursing, and physical education. One had seen the instructor before the first class period.

Only 11.4 per cent of the students mentioned the color of the costume worn by the instructor. Perhaps no one had told them that women "want to communicate" when they wear blue.

In their first-impressions notes, 25.7 per cent did not mention clothing or grooming. An additional 2.8 per cent who did not mention clothing drew conclusions not possible if clothing were not taken into consideration. This poses a question, then, as to whether to consider 25.7 per cent or 28.5 per cent of the students as not being clothes conscious, since they did not mention clothing.

A total of 68 per cent indicated that their faith in the instructor's ability to teach clothing selection was influenced by her clothing and grooming. Eighty per cent of those who did not mention clothing or grooming discussed the instructor's ability to teach and/or to discipline. In all, 90.8 per cent of the students, as they tried to express in writing their first impressions of the instructor, seemed to relate their opinion of her ability to the way she looked. This result lends some support to the belief that the way one dresses is very important and might even result in "success" or "failure" in one's particular field. Especially for the teacher are first impressions vitally important; thus perhaps it behooves the one who teaches to pay more attention to clothing and grooming.

The Fashion Forum— An Evaluation of Achievement

HENRIETTA M. THOMPSON
and HELEN KNAPP
University of Alabama

When the first fashion forum was held at the University of Alabama 5 years ago there were 65 in attendance. This year, in February 1953, there were 184. If a yearly increase in numbers is an indication, then the program offered is meeting the needs and interests of the homemakers and businesswomen from all sections of Alabama who attend.

The fashion forum is an annual two-day program originally co-sponsored by the Alabama division of the American Association of University Women, Alabama Federation of Women's Clubs, and Alabama Federation of Business and Professional Women's Clubs in co-operation with the department of clothing, textiles, and related art and the extension division of the University of Alabama. Upon request of its president, the Alabama Home Economics Association became the fourth state organization to join the sponsors of the forum. Each organization has a quota and selects its own representatives to attend.

This conference, operating in the field of adult education, was planned to give homemakers and businesswomen an opportunity to study wearing apparel in relation to the individual and the family, considering selection, cost, and care; to learn about new and old fabrics and finishes; to know more about the fashion industry; and to discuss the economic, sociological, and psychological aspects of the field of textiles, clothing, and household fabrics.

For each forum a keynote speaker and authorities in the field have been invited to lecture and contribute to discussions. These last two years the programs have centered around the themes "Beauty on a Budget" and "Style or Fashion?"

Exhibits are arranged. Fine textiles, art objects, Alabama-manufactured fabrics and wearing apparel, and selected out-of-state commercial displays of educational value, along with new and helpful books, are shown in the exhibit room and display cases.

Although enthusiasm and appreciation have been evidenced by those appointed to attend by their organizations, the program committee felt the need for evaluating the effectiveness of the forum. The results of a 1952 questionnaire study were used as a guide in planning the 1953 forum. The 1953 evaluation sheets distributed to the women listed 6 points[1]:

In order of their importance to you, please list your purposes in coming to this forum.
In what ways has the 1953 fashion forum helped you achieve the purposes for which you came?
In what ways has the 1953 forum failed to give you help which you hoped to receive?
Please list any strong features of this year's forum which you have not mentioned above.
Please list any weaknesses of the forum not mentioned above.
Finally, will you help next year's Steering Committee by making additional suggestions for them to consider?

Twenty-two questionnaires were filled in and returned. Another year the committee may set aside a specific time for evaluation rather than collect the reports as the group leaves the auditorium. However, the sheets turned in were helpful as indicative of the opinion of those attending.

Purposes in coming. The replies to the first question were classified. The forum participants said they came for information, inspiration, and enjoyment. Nineteen said they came to hear about new trends in fashions and fabrics and to learn to dress in better taste; 13, to hear speakers, to be stimulated mentally and aesthetically; and 11 for fellowship and a vacation. Some other purposes listed were: to see fashion shows, to gain buying knowledge, and to visit the University.

Achievement of purposes. Sixteen listed specific areas in which they had been helped. These could be classified under color, line and design, and

[1] Drafted by Esther Swenson, professor of elementary education, University of Alabama.

fabrics. Fifteen named 5 speakers or discussion leaders as being sources of information and ideas. These were in addition to 10 who said they were inspired by speakers, 7 who reported they had received help with their own individual dress problems. Ten mentioned the fact that the program was entertaining, enjoyable, or inspiring. Seven said the fashion shows and exhibits were sources of information and ideas.

No help received. While 77 ways in which the purposes in attendance of 22 people were recorded on the returned questionnaires, only 7 filled in ways in which the forum had failed to give needed help. Some of their comments, in answer to the fourth question, were: not enough emphasis on using your clothing dollar wisely, wish more on cosmetics, give speakers more time, allow time for more personal conferences.

Five filled in positive statements here. They included "I have gained so much and it has fulfilled its purpose—there is no constructive criticism"; "You exceeded what I expected to get"; "It has been most complete"; "It has been well organized"; and "I cannot tell you how much I have enjoyed every feature."

Strong features. Twenty-eight points were recorded which could be classified under such headings as: exceptional planning and management of the group (5); theme and co-ordination of program excellent (4); practical ideas, not too expensive (4); discussion groups helpful (2); and many graceful, elderly, poised women used as models (1).

Weaknesses. Only eight points were listed here such as: Some technical terms should be explained, too little emphasis on a moderately priced wardrobe, and not enough cotton dresses modeled.

Suggestions for next year. There were nine suggestions given, such as: Model more outfits adaptable for many purposes; give helps and hints to women who sew; show more clothes for career women; discuss posture and keeping physically fit; and demonstrate a few simple exercises. One member wrote, "Make it possible for more people to attend the forum."

This evaluation, while limited in numbers replying, seems to indicate that the fashion forum is meeting a need in adult education, extending the services of an important area of home economics beyond the classroom, and fostering good will for home economics throughout the state.

High School Career Project Continues

JESSIE E. HEATHMAN
Illinois Extension Service

The Illinois High School Career Research Project has started its second year with flying colors. More than one hundred schools are enrolled with all sections of the state represented.

The "kick off" meeting to get the program under way was held on November 5 during the annual meeting of the Illinois Home Economics Association. The handbook "A Glimpse of Your Future in Home Economics" has been revised, and evaluation and awards committees are making plans in terms of the increased enrollment.

The 58 schools enrolled last year are being asked how many of the seniors concerned with the project last year are in college this fall and how many of them are majoring in home economics.

The research project is sponsored again this year by the Illinois Home Economics Association and the Illinois Chain Store Council. The purpose of the program is to help recruit more Illinois high school girls for home economics. It is designed to stimulate the girls' interest, to lead them to investigate careers in home economics, and then to act.

Many requests for the handbook have been received from directors of home economics in universities and colleges, from presidents of state home economics associations, and from high school home economics supervisors and teachers. Copies of the handbook are being made available at $1.25 per copy and may be ordered from Jessie E. Heathman, 331 Mumford Hall, University of Illinois, Urbana, Illinois.

American Board of Nutrition Examinations

The American Board of Nutrition will hold certifying examinations in Atlantic City, New Jersey, during April 1954. Completed applications of persons wishing to be considered for certification should be in the office of the secretary not later than February 1, 1954. Application forms may be obtained from the Secretary, Otto A. Bessey, Department of Biochemistry and Nutrition, The University of Texas School of Medicine, Galveston.

Journal Subscription Price to Nonmembers to Be Raised

As approved by the executive board of the AHEA at the annual meeting in Kansas City in June, the subscription price of the JOURNAL to persons other than members of AHEA will be increased January 1, 1954. The new prices will be: 1 year $6; 2 years $11; and single copies, 60 cents. AHEA members receive the JOURNAL as part of the membership in the Association. They will not be affected by the change in subscription price to nonmembers.

Television Kit on Sheets to Be Ready for January Use

The AHEA consumer interests committee will soon have ready for use a television program on how to buy sheets, based on the "AHEA Consumer Standard-I, 1950 Sheeting: Cotton, Bleached" and the popular buying guide "The Consumer Speaks—How to Buy Sheets." The script is designed for a 15-minute program and is being timed for presentation during the January White Sales. The chairman of each state consumer interests committee will receive free the TV Kit on Sheeting, which includes the script, several cards for use in the program, and other background material and instructions. The TV kits will also be available from AHEA headquarters for 50 cents each.

Family Relationships Materials from AHEA Workshop a "Best Seller"

"Strengthening the Family Relationships Aspects of Home Economics Teaching at the Secondary Level"—a teaching aid which develops a correlation of the developmental tasks of the adolescent and possible approaches to the solution of the relationships problems accompanying particular developmental tasks—tops the AHEA list of best sellers this fall.

The booklet was written by participants in a workshop held at Ohio State University in June and sponsored by the AHEA in co-operation with the School of Home Economics, Ohio State University; the Home Economics Education Branch of the Office of Education, U.S. Department of Health, Education, and Welfare; and the Grant Foundation, Inc.

The first run of 2,000 copies of the booklet was distributed during August, when it was used at many state meetings of homemaking teachers. Now in its second run, the 21-page, multilithed booklet is available from AHEA headquarters for 10 cents per copy.

Upon request the Association will grant permission for schools or state education departments to reproduce the booklet in quantity.

Subscribers to New AHEA Publications Plan

AHEA's new subscription plan which offers all of the publications of the Association, except the JOURNAL, prepared for sale during the fiscal year 1953-54 for a subscription price of $1.50 now has 404 subscribers.

The plan was approved by the executive board of AHEA at the 1953 annual meeting and was put into effect with the beginning of the current fiscal year on August 1. In addition to saving money for the subscribers, it assures each of them of receiving AHEA publications promptly and automatically as they come off the press.

To date subscribers have received copies of:

Bibliography of Books and Pamphlets on Foods and Nutrition
For You . . . a Career in Home Economics (Revised)
Opportunities in Home Economics (Slightly revised)
Publications of the American Home Economics Association
Strengthening the Family Relationships Aspects of Home Economics Teaching at the Secondary Level

Subscribers who join the plan at any time during the year will receive all of the miscellaneous publications prepared since August 1 as well as those which will appear during the balance of the fiscal year. Among the publications anticipated within the next few months, for example, is a completely new career booklet on home economics careers in business.

Price of the AHEA Publications Subscription Plan 1953-54 is $1.50.

AHEA Conversation Piece

Telling a friend about AHEA?

Looking ahead with a graduating senior?

Need a "conversation piece" for a prospective AHEA member?

Do you know . . .

. . . that the American Home Economics Association has a working budget of a quarter of a million dollars a year? We're a nonprofit organization incorporated in the District of Columbia.

. . . that guests from 25 foreign countries were among the 950 visitors to the AHEA headquarters in Washington in 1952-53.

. . . that the JOURNAL OF HOME ECONOMICS and the program of the annual meeting of the Association are member-produced. Last year, 368 members and guest authors contributed to the JOURNAL; 256 members and guest speakers had "name" roles in the annual meeting program with equally as many making some informal contribution to the meetings.

. . . that 212 members of the Association are currently serving as active members of committees, officers of divisions or departments, representatives of the AHEA to other organizations, and as officers of the AHEA itself. They carry forward the Association's over-all plan of work, the work of committees, and the plans for action of the divisions and departments. Read these plans in the September JOURNAL—there's something for every member and prospective member to do this year—and more, too.

. . . that since 1930 the Association's international scholarship program (in co-operation with colleges and universities in the United States) has made awards to 83 young women from 34 countries who have studied home economics in 38 U.S. colleges and universities—and do you know that the college home economics clubs affiliated with the AHEA have been one of the Association's largest contributors to the AHEA International Scholarship Fund?

. . . that only about 10 cities in the United States have the combination of auditorium facilities and hotel space that can accommodate the annual meeting of AHEA . . . and do you realize that the AHEA annual meetings rotate in this order: East, South Central, West, North Central, East . . . space-wise we're one of the 4 largest professional meetings and exhibits in the country; program-wise, of course, we're *tops!*

. . . that AHEA's best-selling new bulletin "Strengthening the Family Relationships Aspects of Home Economics Teaching at the Secondary Level" was written by 18 members of the Association at a workshop in June. It provides practical teaching materials for teachers and is a real contribution to homemakers, too. Distribution to date is 3,344 copies. [SECRET: Do you know that at least one national organization was watching over AHEA's shoulder to see whether a workshop like this one could weld together its ideas into anything like a manuscript suitable for publication. Now it knows! . . . if *you* need proof . . . send 10 cents to AHEA.]

. . . the AHEA headquarters staff processes thousands of pieces of material a month for groups in the Association as well as multilithing many of the publications prepared for sale. The office manager reports that the multilith machine hasn't cooled off for weeks, what with the beginning of the school year demand for materials and the AHEA membership drive going full speed ahead.

. . . that Mrs. Elizabeth Sweeney Herbert—whom you meet in the JOURNAL and in *McCall's Magazine*, too—is the Association's 14th president, and our first president from the HEIB department. And what of the other 13? . . . Do you know that Mrs. Katharine Alderman is a Fulbright professor in Greece and Dean Margaret Justin is a Fulbright lecturer in the Netherlands, to mention only two. Other AHEA members can be found in countries all around the world—and the JOURNAL goes to subscribers in 43 foreign countries . . . did you know that?

. . . that *you* have a spot of your own at AHEA headquarters—we know how you like to see your name spelled—we know when you move—we know when you have a promotion or a new job—at AHEA *you* "live" in our membership room—it's sunny, it's inviting—and there's room there, too, for *all* of your home economics friends. "Only 10 per cent more?" asks the chatelaine of the membership room. "Oh, no, we'd love to have *everyone*."

ELLA H. MCNAUGHTON
Assistant to the Executive Secretary
American Home Economics Association

AHEA Activities

Program Plans Begun for AHEA's 45th Annual Meeting

Plans for the program of the 1954 annual meeting of AHEA were started at a meeting of the program planning committee in Chicago on November 16 and 17.

Purdue University Photo Service

Beulah V. Gillaspie

Beulah V. Gillaspie, dean of the School of Home Economics at Purdue University and the senior vice-president of AHEA, is chairman of the committee which plans the general meetings and eye openers and schedules general sessions, eye openers, and professional meetings of divisions and departments and social functions for the annual meeting.

"Today's Challenge to the Home Economist," chosen as the theme of the 1954 annual meeting, continues the emphasis on the individual. The challenge of today with the opportunities and responsibilities for each one of us will be the subject of the general meetings during the week.

The 1954 schedule allows free time to visit the exhibits, enjoy San Francisco, and take advantage of the professional and scenic trips planned to precede and follow the meeting. Plan to include at least the Monday before and the week end following the meeting in your hotel reservation.

The AHEA Housing Bureau of the San Francisco Convention and Visitors Bureau starts operation on January 4. Requests for hotel rooms will be filled in the order received after January 4. See hotel list and form in January JOURNAL.

Other members of the program planning committee are Mercedes A. Bates, Mrs. Reidun Sweeney, Frances Clinton, Mrs. Marguerite C. Fenner, Mrs. Edith Harwood, Irene E. McDermott, Meta Vossbrink, Mrs. Gwendolyn Wagner, Mrs. Elizabeth S. Herbert, and Mildred Horton.

Mrs. Fenner is chairman and Claribel Nye is vice-chairman of the local arrangements committee.

Meeting dates are July 6 to 9 in San Francisco.

Textiles and Clothing Teachers Hold Regional Meetings

Two regional groups of college teachers from the AHEA textiles and clothing division held conferences in late October. The western regional group does not meet this year.

The eastern group, meeting in Washington, D.C., directed its three-day meeting to several aspects of the general theme: "Motivation in the Textile and Clothing Program." Elizabeth Armstrong of Pennsylvania State College was chairman of the coordinating committee of the conference.

Group processes as they relate to the teaching or the family centered teaching of textiles and clothing were emphasized at the central regional conference held on the Oklahoma A'& M campus with Sarah Lee of Louisiana State University as chairman.

Proceedings of both conferences will be multilithed by AHEA headquarters for distribution later.

National Consumer-Retailer Council Opens New Offices

DAY MONROE
AHEA Representative to NCRC

The National Consumer-Retailer Council opened its offices at Drexel Institute of Technology in Philadelphia early in September. Lucile Reynolds, formerly of the Bureau of Human Nutrition and Home Economics, is the new executive secretary; Florence Itoh, a graduate of Drexel Institute, is her assistant. The newly elected secretary of the Council is Ardenia Chapman of Drexel Institute.

The three projects to be given major emphasis by the Council staff during the current year are: formation of local consumer-retailer groups to work on problems of mutual interest; organization of workshops, seminars, and other educational enterprises to increase understanding of the interrelated problems of consumption, distribution, and production; continuation of the home economics teacher–retailer program designed to increase the effectiveness of teacher–retailer co-operation. (See JOURNAL for September 1953, pages 509 and 510.) These projects, initiated during the latter 1940's, were less active after the outbreak of hostilities in Korea since staff time was needed for the defense program in which the Council, the AHEA, and other organizations participated. Plans for the year's work were discussed at the meeting of the Council's board of directors in late September.

Abstracts

Education (Higher)

Contributed by MARY E. MATHER
University of Illinois

Human values and higher education, R. H. FINLAY. *J. Higher Educ.* **24,** No. 4 (April 1953), pp. 197-200+.

It is the responsibility of colleges to educate beyond knowledge and toward wisdom. This requires specific training in value judgment as distinct from assimilation of knowledge. Activities outside the classroom provide many opportunities for students to formulate values, but the author questions whether it is sound educational policy to leave so largely to chance the matter of value sensitivity and judgment. Why not create credit-carrying academic courses devoted exclusively to the nurture of human values? Such a course, "A Seminar in Human Values," taught by the author while dean of students at Sampson College is described.

Problems in improving college teaching, L. H. ELLIOTT. *Educ. Outlook* **27,** No. 3 (March 1953), pp. 86-91.

Professor Elliott suggests that barriers to effective teaching fall in two classes: external, about which each college would need to take steps; and internal, to which each professor must turn his attention and energy. First under external factors is the need that good teaching be recognized and that good teachers be awarded status on the campus. Second, the college professor must have freedom to teach. The concepts of academic freedom for teachers must be made clear to the lay public. Not having financial worries gives another kind of freedom to the professor, as does having a manageable teaching load which allows freedom to think and plan.

Some of the internal factors suggested are that the professor must allow himself to become interested in his students and be willing to learn from them. The professor should learn about the many worth-while things on a college campus besides his own specialization and be ready to use relationships to build broader meanings in his own course. The professor must understand how students learn and then make use of his knowledge in his classroom procedures. It is the professor who must keep his course up to date, full of inspiration and vitality, although the administration helps by providing the necessary time in which to do it. And last, the professor must be mindful of his influence. In any relationship with students a professor teaches by what he is as well as by what he knows or says.

The student in the teacher, E. M. FLEISSNER. *J. Higher Educ.* **24,** No. 6 (June 1953), pp. 295-298.

A good teacher is expected as a matter of course for successful teaching. The problem posed, nevertheless, is how we can be sure that one will remain a good teacher over a period of years.

One suggestion offered is that teachers remain students, not just adding factual mastery to one's own field, but that teachers deliberately cultivate the habit of going outside their special fields and become beginners in learning. The more ignorant one is of the subject matter the more vitalizing the experience of learning may be.

A teacher must be a scholar but yet be aware of the relative importance of his particular field. He must be able to retain the attitude of the amateur while exercising the skill of a professional. He must be able to perform his job not as a duty dulled by routine but as a chance for discovery shared by students.

After student teaching—what? M. LINDSEY. *Education* **73,** No. 10 (June 1953), pp. 630-635.

The premise taken is that treating student teaching as the finale of the pre-service program in teacher education is a mistake. As well as using the experience to generalize and integrate, to apply the pragmatic test to what he thinks he has learned, the student should discover his needs for further experiences. It is argued that the college should assume responsibility for the meeting of these needs.

A discussion of opportunities that should be available following student teaching in order for the student to become a better teacher forms the main substance of this article. The environment should be rich in learning opportunities from which individual students may select, with guidance, those which best meet their needs. Needs of students are classed as of two major types: positive, which may call for opportunities to make further use of superior abilities; and negative, in that these needs call for experiences to help a student gain competencies in which he may be lacking.

Family Economics–Home Management

Contributed by FLORENCE MCKINNEY
Kansas State College

How can the family breed democracy? C. BEASLEY. *Marriage & Family Living* **15,** No. 3 (Aug. 1953), pp. 201-205.

The democratically oriented family recognizes four basic components as necessary values for achieving democracy in the home: fulfillment of individual human needs, patterns of control based on rational authority, group awareness, and family council.

Democracy's method is to resolve conflicts. The council is built on conflicts; but conflicts must be brought out in the open before they can be resolved. Democracy is largely dependent upon words, and few people have words to express all that they think and feel. Democracy is further limited by the acceptance of feelings on a par basis with objective thinking. Often the "best" solution may be far from the best in relation to attitudes and feelings resulting from it. Factors making for efficiency are not necessarily the same as those making for happiness, collaboration, teamwork, and morale. Democracy must be learned.

However, with all its limitations and imperfections, building democratic patterns into family relationships is worth the effort. It is the only system that aims at concerted effort toward individual human fulfillment. The democratic family achieves a stability that is difficult to equal.

Five thousand women college graduates report, R. SHOSTECK. B'nai B'rith Vocational Serv. Bur. Washington, D. C. (1953), 66 pp.

A questionnaire survey of a nationally representative sample of women graduates of liberal arts colleges of 1946 through 1949 was made for the purpose of obtaining useful facts for vocational and educational guidance of potential future college women. Six out of ten women in this survey came from middle or upper income classes, from business and professional families whose parents had preceded them in colleges.

Within three to six years after graduation the majority of respondents were married and had one or more children. The women whose fathers had paid the college expenses and who had lived in smaller towns had a higher marriage rate than their opposites. Fewer than four out of ten went to college to "train for a future occupation." Almost all of the others went to college for "social life," for the "prestige attached to a college degree," or to obtain a "general cultural education." Three-fourths of the girls were encouraged by their parents to go to college.

Among every 20 graduates, almost 16 were satisfied with their majors. Nine out of ten majors in home economics, nursing, and dietetics were satisfied with the major they chose. Graduates satisfied with their majors were more likely to be the "A" and "B" students and to earn more after graduation than were their opposite numbers.

Three-fourths of the women selected occupations to enter upon graduation in which women predominate. Twenty-eight per cent favored teaching, and the inclination toward teaching careers was strongest among farmers' daughters. Half of all those included in the survey reported their first occupation was the career to which they had aspired. The findings show that women from professional families and from big cities, more so than others, failed to achieve their career goals at least in part because of severe job competition.

One in every two graduates reported herself employed outside the home in 1952. Among these working women, eight out of ten held jobs because of economic need. More than half of the women obtained their first job primarily by letter or direct personal application. Satisfaction with jobs was most widespread among medical service workers, women in managerial or supervisory jobs, and home economists. Least satisfied were clerical workers. Sixty per cent earned less than $3,000 and 40 per cent more than that sum.

Median earnings for the teachers, secretaries, and general clerical workers fell into the $2,650 to $2,750 range.

Easy ways, C. FITZSIMMONS *et al.* Exten. Bull. 391, Purdue Univ. Agr. Exten. Serv. (1953), 28 pp.

Through charts, diagrams, and clever drawings a homemaker applies work simplification procedures to many everyday tasks, thus demonstrating easy ways to follow in performing certain tasks. An interesting comparison is made between the costs in dollars and in hours. Recent research and published materials in the area are listed on the last few pages. These deal with body mechanics, equipment, work places, and work processes. Most of the unpublished materials are theses available from Purdue University.

Family Relations and Child Development

Contributed by RUTH HOEFLIN
Ohio State University

Changing family tasks of adults, H. J. HILTNER. *Marriage & Family Living* **15,** No. 2 (May 1953), pp. 110-113.

Several stages in the cycle of family life from the point of view of adults need to be understood. Much study has been done of spouses to be, parents of young children and teen-agers, and youth culture; yet what is happening to their parents is often still a mystery. Our knowledge is least about the final stage, the deserted parents. Since the life span has increased, most married couples will live as long after their children leave home as they have lived with their children at home.

What are the "tasks" of such living? The answer must "include a psychological and spiritual conception of the relation between two people such that there is a mutual reinforcement in love." It needs to be viewed in the wider context of responsible action in neighborhood, community, nation, and world. When wide spiritual confusion is added to the basic economic and social situation of the later years, the problems are very real indeed.

The variants also need to be considered—the childless couples, the widows and widowers, the alcoholic parent, and even those families who do not live on the basis of middle-class notions. The specialist must avoid an overtone of imperialism on behalf of certain standards which, whatever their worth and value, will still be experienced as exploitative by those who proceed on the basis of somewhat different assumptions.

The measurement of family relationship, P. G. HERBST. *Human Relations* **5,** No. 1 (1952), pp. 3-35.

This study, a part of the UNESCO Australian Community Studies, was done with a closed questionnaire administered to 96 sixth-grade children from 10 to 12 years of age.

To determine the behavioral relationship between husband and wife, these three factors were studied: (1) the activity relationship or who does various group activities, (2) the power relationship or who makes the decisions, and (3) the degree of associated tension or how much disagreement exists about the decision, as measured by the percentage of activities about which the husband and wife disagreed sometimes or never.

The schedule consisted of an easy checking method and such questions as "Who locks the door at night?" "Who does the dishes?" "Who cooks breakfast?" In the second part the questions were changed to "Who decides whose job it is to lock up at night?" "Do your parents disagree as to whose job it is?"

The section on family structure described such families as husband-dominated, wife-dominated, and tension-balance families. One conclusion was that a decrease in the relationship between husband and wife does not necessarily lead to tension reduction although tension within the area concerned may well be decreased. It is only by going to the trouble of reaching common decisions and engaging in common action that social tensions are in the end effectively reduced.

Public apathy on education for family life, O. S. ENGLISH. *Marriage & Family Living* **15,** No. 2 (May 1953), pp. 102-104.

The need to implant in youth a clear awareness of the factors which go into family life has long been apparent to the specialist who works with troubled people; yet there seems to be a tremendous apathy toward doing anything about it.

"A richer and more creative family life would help society in many different and far reaching ways." A creative marriage offers so much to the couple itself; happy marriage is important for healthy emotional development of children; and the quality of family life needs to be improved to counteract the kinds of illness and incapacity that are said to be caused by emotional poverty and conflict.

The church, the school, and the family do not seem to understand that there can be any positive, formalized educational formula (including morals and ethics) by which we could honestly face human instincts and consciously and openly discuss their management and control. Those people who do have something good to say about love and sex feel little concern or responsibility to do anything about it in spite of the distressing, and even increasing, number of personal and social problems which arise as a result of ignorance, misinformation, and unwholesome attitudes.

Good, interested leadership could overcome this apathy and support ideas that would soon create courses in human relations that would adequately prepare high school youth for marriage and family life.

Housing and Household Equipment

Contributed by HELEN MARLEY
University of Toledo
and NELL WHITE
Purdue University

The men and the boys, [Editorial]. *House & Home* **4,** No. 2 (Aug. 1953), pp. 92-93.

Home builders have had seven good years when war-born shortages, record family formation, rapid inflation, and easy payments worked together to make buyers careless about values and assured the sale of every new house—good, bad, or indifferent. Builders didn't always bother with proved economies or with fighting out-of-date codes which might raise the cost of the house perhaps $1,000. Houses were often squeezed together on converted farm land and not planned by a good architect.

In spite of this, for all its faults, home building had an excellent record of achievement:

1. It ended the housing shortage by building 7,000,000 new homes in seven years. It sold 1,396,000 in 1950 alone.
2. It built those homes to higher than average standards.
3. It entered the industrial revolution and set a pattern for an integrated industry capable of offering better values by adopting assembly line methods and learning new construction techniques. It moved toward standardization of sizes. It helped develop new national building codes. It developed a new mortgage pattern to permit the sale of homes at cheaper-than-rent payments and with all labor-saving devices in the package.

Now, with competition back, the time has come to separate the men and the boys in terms of the industry for the future.

The market is still enormous. At least 1,200,000 homes a year are needed. Of these 700,000 are needed to keep pace with family formation; 250,000 are needed to replace homes past rehabilitation; and 200,000 more are needed to relieve overcrowding.

The American housing standard is still lower than the American standard of living. We have more cars on the road than we have bathtubs. This year 4,500,000 people are buying new cars although the amortization is four times as great as for new houses.—H.M.

Farmhouse flexi-plans. North Central Regional Pub. No. 32, Univ. of Illinois, Coll. of Agr., Exten. Serv. in Agr. and Home Econ. Circ. 75 (Feb. 1953), 10 pp.

To facilitate good farmhouse planning, agricultural experiment stations in the North Central region co-operated in developing three sets of Flexi-Plans. Within each set several variations are possible. By interchanging parts of the variations, more variety is possible in size, number, design, and arrangement of rooms and areas. Whatever plan is chosen incorporates the fundamental principles of good planning and construction.—H.M.

Special report to the trade—dishwashers, Part I. *Elec. Merchandizing* **85,** No. 7 (July 1953), pp. 45-95+.

This report consists of three articles.

The electric dishwasher is forty years old. Over 30 patents had been issued for mechanical dishwashers, hand operated, by 1900. In 1914, models were equipped with a fractional hp electric motor; however, many manual operations were required of the homemaker. By the 20's freestanding models with permanent plumbing were made and the basic principle "either the dishes or the wash pattern must move" was established. In 1924, the first combination sink and dishwasher was produced, and by 1940, the first automatic electric dishwasher was on the market.

But today's dishwasher is a new product featuring detergent dispensers, adjustable cycle control, high wattage heating element, and built-in water tank to insure proper water temperatures; prerinses to spray loose food particles and empty cold water from pipes; and dishwarming facilities.

A chart and description of individual features for 13 brands of automatic dishwashers are given.

Detergents make modern dishwashers possible. A great deal of dissatisfaction with automatic dishwashers can be traced to the early detergents used. In 1934, a low-foaming powder designed for automatic dishwashing was made by mixing sodium hexametaphosphate with simple alkalies to tie up the minerals in hard water. Research over a period of years developed additional products, including: a new water-conditioning agent, called sodium tripolyphosphate, a low-foaming organic agent, Igepon CN-42, and a nonsudsing laundry detergent which is recommended by several manufacturers.

Two recent dishwasher detergents use chlorinated phosphates and are recommended by several manufacturers for "tough job" dishwashing.—N.W.

Institution Administration

Contributed by BEATRICE DONALDSON
University of Wisconsin

Pitfalls to avoid in taking inventory, H. T. MASCHAL. *Modern Hosp.* **81,** No. 2 (Aug. 1953), pp. 118, 120.

Efficient food operation requires purchasing methods which keep stock to a minimum; receiving and storage procedures that result in clean, well-organized storerooms; and record keeping that emphasizes the accounting for all food items.

In order to control food purchases efficiently, receiving records, storage records, and food inventories should be organized so that the various food items are always located in the same place. To take an effective inventory, one should start at a suitable point in the storeroom and count item for item in order. Items in the kitchen and temporary storerooms should be checked regularly and included in the inventory.

A perpetual inventory is justifiable if it is maintained by the accounting office. Such inventories do facilitate purchasing by providing a record of purchases, the rate of consumption, and the source of materials for the purchasing agent. The quantity and quality of food should be checked carefully and recorded on a standard receiving form. This provides a complete record of food received in the storeroom and of the total purchases delivered directly to the kitchen. Quotations from vendors should be the same as the actual amount charged on the invoice for the various foods purchased. Good storeroom control requires an effective requisition system and accurate records of transfers of food from kitchen to kitchen.

Sanitation should be built in, L. H. HOKOM. *Modern Hosp.* **81,** No. 2 (Aug. 1953), pp. 114, 116, 118.

In recent years those who plan institution kitchens have come to appreciate more and more the close relationship between good sanitary construction and cost reduction. Adequate sanitary features in institution kitchens can reduce future costs because such equipment is durable, requires less effort to use and maintain, and reduces labor and replacement costs. A good floor should be designed for durability and convenience of maintenance. Wall surfaces should be smooth, easily washable, nonabsorbent, and durable. Adequate lighting encourages attention to cleanliness. Proper ventilation exhausts odors, grease, and excess moisture as well as contributes to employee comfort and efficiency. Adequate storage facilities and space for food as well as housekeeping supplies and equipment reduce possibilities of insect and rodent infestation and promote orderly turnover of stock.

Food preparation equipment should be designed and installed so that it can be cleaned easily. There should be no inaccessible wall and floor areas. The most important tool for preventing food poisoning is adequate refrigeration. Efficient dishwashing areas with adequate hot water, plumbing, and sinks are necessary for proper sanitation. Toilet and lavatory facilities with adequate dressing rooms should be an integral part of the food service facilities. Proper space and equipment for garbage handling and can washing are also important for sanitary food service.

Those planning food service facilities which will be conducive to good food sanitation should consult health departments and seek the advice of someone whose chief interest is sanitary food service.

Utility and economy factors in using prefabricated meats, L. H. KOTSCHEVAR, A. MOSSO, and T. TUGWELL. *J. Am. Dietetic Assoc.* **29,** No. 9 (Sept. 1953), pp. 878-882.

Through the use of prefabricated meats there is evidence in many institutions of better portion control and accounting control; of reduced costs, inventories, and storage requirements; and of more accurate precosting and convenience. This was substantiated through a study of the types of meat purchases in a hospital during a two-year period. Although there was no significant difference in the actual net cost of prefabricated meat and portions obtained from primal cuts, the savings did occur through reduced labor costs and decreased waste when prefabricated cuts were used. Portions were more easily standardized, and more accurate determination of portion cost was possible. Because processing time was decreased when prefabricated cuts were used, lower meat inventories could be maintained and less storage space was required. Equipment needs were also decreased. The control of issues to the kitchen was more efficient since the meat could be delivered directly to the kitchen in the original shipping container. In general the hospital employees, particularly those in administrative dietary positions, favored the use of prefabricated meats. A few cooks and supervising dietitians criticized the quality and size of portion and found it difficult to cut the boned and rolled roasts in the slicing machine without waste.

Nutrition

Contributed by CECILIA SCHUCK
Purdue University

The utilization of calcium from lactate, gluconate, sulfate and carbonate salts by young college women, M. B. PATTON and T. S. SUTTON. *J. Nutrition* **48,** No. 4 (Dec. 1952), pp. 443-452.

Physicians frequently recommend the use of calcium salts to supplement the calcium from food sources at times when large amounts are needed, as during pregnancy and lactation. Calcium salts have also been used to enrich breadstuffs and meat products to improve the diets of population groups. Because of these practices the authors felt that information on the utilization of calcium from some of the salts that have been used as supplements would be of value. The salts were fed in amounts equivalent to 400 mg calcium daily as additions to an otherwise adequate basal diet which furnished 347 mg calcium.

The average percentage utilization of the calcium from all salts for all of the nine subjects studied was approximately 18 per cent, a value which is within the range reported in the literature for the utilization of calcium from food sources. No significant differences in the utilization of the calcium from the different salts were found, the calcium from the less soluble salts being utilized as well as that from the more soluble ones.

Effect of protein source on maintaining blood sugar levels after breakfast, M. C. COLEMAN, W. W. TUTTLE, and K. DAUM. *J. Am. Dietetic Assoc.* **29,** No. 3 (March 1953), pp. 239-244.

It now seems well established that the amount of protein in the breakfast is an important factor in the maintenance of the blood sugar above the fasting level and in delaying the onset of hunger sensations. Little is known, however, concerning the relative effectiveness of proteins of animal origin and those of plant origin.

Two breakfasts very similar in proximate composition but differing in protein source were planned. In one, 95 per cent of the protein was of animal origin; in the other, the protein was almost entirely of plant origin. A group of 13 normal subjects, 5 females and 8 males between the ages of 16 and 27 years, participated in the study. Determinations of blood sugar levels were made before the breakfasts and at 30-minute intervals following them for 3½ hours. No significant differences in blood sugar levels following the two types of breakfast were observed for the various sampling intervals with the exception of the first 30-minute period, when blood sugar levels were significantly higher following the animal protein breakfast. The authors concluded that neither breakfast offered any real advantage over the other with respect to capability of elevating blood sugar levels or sustaining blood sugar levels following the meal. It was also observed that breakfasts providing a combination of animal and plant proteins exerted an effect on blood sugar levels similar to that of proteins of purely animal or plant origin.

Growth failure in school children: Further studies of vitamin B_{12} dietary supplements, N. C. WETZEL, H. H. HOPWOOD, M. E. KUECHLE, and R. M. GRUENINGER. *J. Clin. Nutrition* **1,** No. 1 (Sept.-Oct. 1952), pp. 17-30.

Examination of Grid records kept by the medical and health departments of Shaker Heights schools (Cleveland) showed unsatisfactory growth to exist in the usual ratio of about one in three, despite the fact that these schools are located in a high-income suburban community.

The favorable response of a small number of children with simple growth failure to daily supplementation of vitamin B_{12} at the Fresh Air Camp of Cleveland in 1949 led to interest in the investigation of the value of this supplement for similar children living in their own homes. Forty Shaker Heights school children showing unsatisfactory growth were selected for study. Thirty-six of these received B_{12} supplementation, 20 for a period of 16 weeks and 16 for a period of 6 weeks. Four who were maintained without supplementation served as controls. The B_{12} was administered orally in tablet form once a day by the school nurses. Saturday and Sunday supplements were "doubled in" on Fridays and Mondays, and the supplement was taken to the home by a nurse when a child was absent.

A total of 23 out of the 36 children receiving the B_{12} supplements showed definite growth responses while no growth acceleration was observed in the unsupplemented group. Growth responses showed no correlation with physical performances as measured by change in grip, back, or leg strength. However, other benefits were observed to result from the B_{12} supplements. Teachers in the classrooms became aware of improvement in behavior, attitude, and scholastic work in some of the children. They showed less strain and fatigue and greater interest and attention.

Social Welfare and Public Health

Contributed by Iva B. Bennett, Nettie Karansky, Hilda Kreigenhofer, and G. Dorothy Williams
New York City Group
Social Welfare and Public Health Department

Modern approach to the problems of obesity [3 articles]. *Am. J. Pub. Health* **43,** No. 8 (Aug. 1953).

Some basic considerations of obesity as a public health problem, N. Jolliffe, MD, pp. 989-992.

Benefits of reducing, L. I. Dublin, pp. 993-996.

The group approach to weight control, M. J. Ford, MD, pp. 997-1000.

In these three articles, the authors have presented statistically the prevalence of obesity in this country and have discussed the likely health problems of individuals who are overweight as well as the effects of obesity, the number one health problem, to the nation. In addition, modern methods of treating the overweight patient are presented, including the group approach which appears to be extremely effective.

General education of the patient regarding adequate food selection and the importance of planning the reducing diet around the regular family food pattern were stressed. Psychological problems and the numerous health hazards to the overweight person, as well as the benefits from a well-planned reducing regimen, were emphasized.—I.B.B.

Am. J. Public Health **43,** No. 7 (July 1953).

What's the score? J. P. Porterfield, MD, pp. 841-843.

Community self-survey in health: A social scientist's viewpoint, P. A. Miller, pp. 844-845.

Measuring public health, I. V. Hiscock, pp. 846-852.

"Let's get a survey" is such a common expression in community planning that it has almost become a cliché. These three articles discuss and clarify terminology, definitions of different types of surveys and evaluation of the use of lay and professional workers in the gathering of information on which to base programs for the improvement of health. The point is made that whatever type of survey is undertaken, action will depend upon the degree of participation by the people themselves. The function of the professional consultant will be most effective in planning and evaluating the results of the survey. Properly planned and conducted and with local participation, a survey can prove a valuable media for health education and result in changed attitudes which will result in action to improve health.—G.D.W.

The importance of food in preventive medicine, C. A. Elvehjem. *Am. J. Public Health* **43,** No. 5 (May 1953), pp. 523-528.

Too rarely even today is it recognized what an important part nutrition has to play in preventive medicine. Statements such as these, "It is easier to prevent than to cure deficiency diseases" and "A satisfactory diet is the best foundation for both the prevention and treatment of deficiency diseases," made by authorities in the field, are often passed over lightly or overlooked completely.

An intensive nutrition education program is needed. Doctors more than others perhaps can do much to modify people's food habits. Unfortunately, however, they are often not equipped to do this. It is the wise physician who knows where to turn for correct up-to-date nutrition information.

It is necessary not only to promote positive teaching but also to combat false teaching of food faddists.

Spectacular results in the treatment of laboratory animals with specific nutrients should not blind us to the fact that sound nutrition depends upon a balance of all nutrients at a given time.—H.K.

Parents' group discussion in a child health center conference, S. Wishik, MD. *Am. J. Public Health* **43,** No. 7 (July 1953), pp. 888-895.

To study the administrative problems arising from the introduction of group methods into the traditional child health conference, one group discussion a week was held at the "Lillian Wald" station of the New York City Department of Health during parts of 1950 and 1951.

Some of the administrative problems were: use of personnel, physical setting, gathering of the group, time and duration, care of children during discussion period, size of group, selection of topics, frequency of attendance, continuity of groups, effect on length of individual conference.

The following stages of development are recommended for the introduction of group methods into a child health conference: (1) a pilot program, (2) staff training by participation and observation, and (3) progressive generalization of the method.—N.K.

Textiles and Clothing

Contributed by GEITEL WINAKOR
Michigan State College

The story of industrial uniforms. *Am. Fabrics* **1,** No. 26 (Summer 1953), pp. 111-115.

Industrial uniforms today range from simple, functional types to elaborate regalia. They often serve as an advertising device or are designed to meet a specific safety need.

The tough, good-looking cotton twills, poplins, and sateens used in industrial uniforms are mostly descendants of materials developed for Army uniforms. Nylon is sometimes added now for greater strength. Dynel and Orlon provide protection against harmful chemicals.

Color plays several parts in industrial uniforms. Bright colors to identify workers doing specific jobs is an idea which originated on Navy aircraft carriers. Pleasing colors affect the morale of people wearing uniforms.

Many firms know that top construction, materials, and fit are essential for long wear and smart appearance. Top designers have contributed to improving uniform styles. They have made uniforms more attractive and originated some novel functional features.

Closures for industrial uniforms. *Am. Fabrics* **1,** No. 26 (Summer 1953), pp. 116-117.

The slide fastener is an essential feature of most industrial uniforms today. One slide fastener manufacturer makes 420 different types to meet as many specific needs, not including tape colors or zipper lengths.

All slide fasteners consist of three parts: tape, teeth, and slider. The tape must be exceptionally strong yet highly flexible and cannot shrink too much.

The teeth must be made to very close tolerances so that they mesh precisely and do not pull apart when the fastener is flexed. Each tooth must be clamped to the edge of the tape with a variation of no more than a thousandth of an inch in spacing. Most zipper teeth have a recess on one side and a projection on the other for fitting into adjoining teeth. For coveralls and jackets, a separating zipper was desired which opened at either or both ends. The teeth for this fastener must have both a recess and a projection on each side to operate properly with two opposing sliders.

The slider meshes the teeth together and separates them at light pressure. It must also act as a lock. Some sliders insert a pin or cam between the teeth when the pull tab is down. In this case the fastener may be damaged by a sudden pull if the tab is not lifted. A friction type of lock will keep the fastener closed under moderate pressure but allow it to slide gradually open under severe strain.

No effective enforcement found for design piracy, G. FOWLER. *Women's Wear Daily* **87,** No. 58 (Sept. 21, 1953), pp. 1, 39.

Some American retailers today buy Paris original models, pay for the right to reproduce them, and sell dresses which are replicas of the designers' creations. At the same time many retailers are selling unauthorized copies, designs which they have stolen. This is only one instance of the theft which the Fashion Originators' Guild of America has been trying for some time to reduce.

At one time the FOGA asked retailers to sign a "pledge of cooperation" not to sell unauthorized copies. Names of stores persisting in violating this pledge were sent to each FOGA member. The implication was that the FOGA member would refuse to sell to that store. This system was finally outlawed after prolonged litigation.

By then manufacturers had begun to apply for design patents. The FOGA won recognition that a fashion design is worthy of a patent. Getting patents was at first too slow to be effective in time for the style season but eventually FOGA was able to obtain patents for its members within two weeks. However, proving in court that a patent had been violated was very difficult.

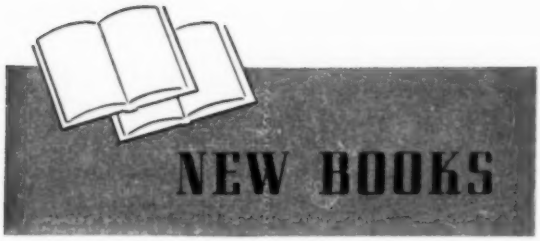
Patenting of styles is seldom used as a means of design protection today, and manufacturers still lack effective and practical methods of solving the piracy problem.

DuPont develops wool-like type of Dacron staple fiber. *Women's Wear Daily* **87,** No. 39 (Aug. 24, 1953), p. 25.

A new type of Dacron staple fiber, with a ribbon-like cross section, is chemically identical to round Dacron fiber. Quantities are still very small, and most Dacron will continue to be in the round cross section.

The ribbon-like staple fiber will be used in woolen type woven and knit goods. The round fibers are used in worsted type fabrics. Price on the new staple is the same as the regular Dacron fiber.

Another new development is 1½ denier Dacron, permitting finer yarns to be spun.



Democratic Supervision in Secondary Schools. By CHARLES W. BOARDMAN, HARL R. DOUGLASS, and RUDYARD K. BENT. Boston: Houghton Mifflin Company, 1953, 557 pp., $5.

This book is written on the thesis that the school in a democratic society must be organized and operated upon democratic principles. As more than three-fourths of America's youth have their final contact with formal education in secondary schools, it is imperative for that school to provide learning experiences for youth which will lead to their understanding the precepts and meaning of democracy and to their acquiring attitudes, ideals, and behaviors consonant with democracy.

The organization of this book is similar to that of an earlier book by the same authors, but most chapters have been completely rewritten, the remainder revised and brought up to date, and several new chapters added.

Three major aspects of supervision have been considered quite comprehensively: (1) nature and organization of supervision, (2) techniques for improving instruction, and (3) types of supervisory services. A comprehensive list of selected references at the close of each chapter provides opportunity for further study. The classified style used in these reference lists increases their usefulness.

For those actively engaged in supervision in secondary schools, or for those preparing for supervisory work, this book should be very helpful.—MABEL YATES, *Tennessee State Department of Education.*

Textiles & Testing Course of Study. Prepared by CONSUMER SERVICE DIVISION, UNITED STATES TESTING COMPANY, INC. Hoboken, New Jersey: United States Testing Company, Inc., 1953, 88 pp., $2.75.

As stated by the authors, the primary purpose of this workbook is to provide a practical guide on fibers, yarns, and textile testing that are used in today's fabrics. The manual is specifically prepared for students taking the annual textile course offered by the United States Testing Company, Inc.

The material treated is not new subject matter. However, it brings together in one place information about testing. The procedure of the book is to present reasons for testing and an analysis of kinds of tests presently available for textiles, followed by outlines of present day textile fibers, yarns, and fabrics, with specific test applications for each.

The book is in attractive manual form, is concise, well organized, and well illustrated. The language is exact but not highly technical. Terms are clearly defined. Inclusion of both an excellent table of contents and an excellent index adds to the usefulness of the book. There is also a list of recommended reference materials, including books and periodicals, which is helpful.—MARJORIE RANKIN, *Drexel Institute of Technology.*

Cellulose—the Chemical That Grows. By WILLIAMS HAYNES. Garden City, New York: Doubleday & Company, Inc., 1953, 386 pp., $4.

This book by the author of several other volumes concerned with the chemical industry is written in a popular style intended for the layman. It traces the development of the industrial use of cellulose and cellulose derivatives, including the story of when, where, how, and by whom the discoveries and inventions were made and the research carried on. The varied uses, economic value, and importance of cellulose and cellulose derivatives in our civilization are emphasized.

Probably the book contains more information directly pertaining to textiles and clothing than to other fields of home economics. One chapter contains a very generalized and popular discussion of the chemistry of cellulose; three chapters are concerned with rayon; and one tells of the use of nitrocellulose for coated fabrics. There are also chapters on chemical cotton and wood cellulose, which serve as raw materials for rayon and other cellulosic products. Non-textile materials widely used in the home, including lacquers, films, and plastics, are discussed.

This is not a book suitable for use as a text or a basic reference but rather one which may be read relatively quickly and easily to gain a broad view of the industrial development and importance of cellulose and cellulose derivatives.—FLORENCE E. PETZEL, *University of Alabama.*

Fabrics. By GRACE DENNY. Seventh edition, revised. Chicago: J. B. Lippincott Company, 1953, 221 pp., $5.

This standard volume has been reorganized and brought up to date with additional illustrations and complete cross references to include recent developments in textiles.

The five parts into which the seventh edition is divided are: "Evaluation of Textiles," "Fabric Definitions," "Textile Terms, Processes, and Finishes," "Standards for Textile Purchasing," and "Refer-

ences." The format has been improved and a number of pertinent illustrations have been added. The appendix lists trade-marks and addresses of manufacturers, obsolete fabric names, and discontinued processes and finishes.

Fabrics is a valuable source of authoritative information. It defines fabrics, weaves, yarns, fibers, processes, and finishes. Simple home tests are offered to help the consumer evaluate textile quality. Some information on standards has been compiled. The book continues to be a dependable and indispensable reference for students, teachers, designers, manufacturers, and homemakers.—HENRIETTA M. THOMPSON, *University of Alabama.*

The Economic Organization of Agriculture. By THEODORE W. SCHULTZ. New York: McGraw-Hill Book Company, Inc., 1953, 374 pp., $5.50.

Economic instability in agriculture, its causes, and ways of dealing with it are the central problems to which Dr. Schultz again turns his attention. *The Economic Organization of Agriculture* deals with much the same problems as his earlier well-known *Agriculture in an Unstable Economy.* Additional material is introduced, however, and more attention is paid to how agriculture can best organize to cope with instability.

Chapter 5, which discusses income elasticities of farm products, and Chapter 6, on the effect of nutrition education on demand and supply of food, will be of special interest to home economists. The presentation of data from family expenditure studies brings together much information not easily accessible and interprets the data in the light of problems of the economic instability of agriculture and the factors that affect shifts in supply and demand schedules. These sections in particular would be helpful to students of consumption economics, food economics, or marketing, in addition to being of interest to agricultural students.

The last part, on ways to organize agriculture to decrease instability of agricultural prices and income, provides a discussion of current problems of price supports for agricultural products, production rigidities, effect of price supports on consumption, and alternative methods for supporting farm income. Dr. Schultz rejects current methods for handling agricultural problems although he would make income payments to farmers in times of depression. His presentation is stimulating even though his alternatives are not clearly spelled out in terms of practical program proposals.—BARBARA B. REAGAN, *Bureau of Human Nutrition and Home Economics.*

Engagement and Marriage. By ERNEST W. BURGESS and PAUL WALLIN. Chicago: J. B. Lippincott Company, 1953, 819 pp., $5.50.

Burgess and Wallin, in this new volume, have undertaken an impressive task in their attempt to satisfy three diverse audiences: "(1) young people at the college level interested in research knowledge which will aid them in preparing for marriage; (2) professional persons: lawyers, ministers, physicians, social workers, and teachers, as well as professional marriage counselors, all of whom are called upon to give information and advice to young people; and (3) research workers and teachers who have a scientific interest in the findings of research in the field of courtship and marriage." It seems to this reviewer that they have succeeded in their second and third objectives much more than in their first. Young people who are considering marriage will, in most cases, prefer the more popularized and generalized texts.

The book is based on the research findings of Burgess and Wallin which are largely procured through a refinement of the original Burgess and Cottrell scales. It reports, however, data secured from couples *before* marriage and again some time *after* marriage and thus avoids the criticism which earlier predictive studies received. Through this volume, much new material on engagement and early marriage adjustment which has previously not been in print is made available. The population from which the study sample is drawn is very much biased in favor of the college world. The reader will need to take this into account in the application of the findings. As the authors state, this volume clearly indicates the need for new research tools if knowledge is to be accumulated beyond that which surveys and questionnaires can provide.

This will, no doubt, become a valuable reference book for the serious student of engagement and marriage. It is unlikely that it will supplant the existing texts for courses which are service in nature. It would be more appropriate for the strictly sociological course. The stature that Burgess and Wallin have achieved as leaders in research make this a must for anyone teaching in the "family" area.—GLENN R. HAWKES, *Iowa State College.*

An Introduction to Family Relationships. By MOLLIE SMART and RUSSELL SMART. Philadelphia: W. B. Saunders Company, 1953, 317 pp., $3.75.

This book stands alone as compared to other books in the same field. While it is not new in substance, its authors are particularly qualified to

write from the real life experiences of a happy and successful family.

It discusses the respective members of a family and the sources of their behavior as parents and siblings or husband and wife. It deals, also, with the early social contacts of friends and associates.

The book has charm and its facts are presented in a clear style. The illustrations are meaningful and natural.

The problems which follow each chapter invite interest. They, with the references for further reading, make this book a complete and fascinating study for young men and women. Through an insight into their past experiences, they will be better able to evaluate their present station as well as the course to be pursued in the future.

This book surely will create an awareness in young people of the many influences in their lives and in those of their family and associates and will increase their interest in promoting better family relationships.—EMMA W. WATTS, *Allegheny (Pennsylvania) County Schools.*

Young Folks at Home. By FLORENCE LAGANKE HARRIS and TREVA E. KAUFFMAN. Revised edition. Boston: D. C. Heath and Company, 1953, 444 pp., $3.20.

Both authors are qualified by training and experience to contribute favorably to a homemaking program for teen-agers. Florence LaGanke Harris is an author, teacher, columnist, and home economics consultant; Treva Kauffman is a former teacher, a member of the 1930 White House Conference Committee on Child Health and Protection and of the Girls Service League of America, an author, a lecturer, and now associate state supervisor of the New York homemaking program.

Feeling that junior high school home economics tends in many instances to overwhelm the student with more than he is capable of comprehending, the authors have chosen to develop ten topics as units. Each of these units is close to the experiences of growing up, and the learnings and subject matter are geared to the major interests of students in their teens.

The activities and problems for school and home which follow each unit are carefully chosen. They might well serve as the activity program for the beginning teacher and a source of some enrichment for the experienced one.

Illustrative materials, bibliography, and visual aids are listed at the end of each chapter. However, so little has been written in homemaking for this age level that one finds most of the references too mature for the student but certainly of some help to the teacher.

Because of the philosophy of junior high school education and the vast area covered by home economics, it is difficult to present this work in what appears a logical order. We must remember, however, that a homemaker's day may start with breakfast, include laundry work, caring for children, other family meals, and end with family entertainment. Good homemaking then strives to share the knowledge of how to do these things efficiently and happily. *Young Folks at Home* serves as a great help.—GRACE MUNHALL, *Pittsburgh Board of Education.*

You and Your Family. By BERNICE MILBURN MOORE and DOROTHY M. LEAHY. Revised edition. Boston: D. C. Heath and Company, 1953, 440 pp., $3.

The many users of this popular book will welcome the new and somewhat revised edition. *You and Your Family* has proved a good basic text for personal development and family relationships units both in home economics classes for girls and for family living classes of boys and girls. Included among the topics to which realistic and rather thorough consideration is given are those devoted to the individual and his relationships to his family, the problems of family living, the establishment of the new family, and the family and the community.

The text has been brought up to date although without major changes. References to population, family income, and birth and divorce rates have been revised on the basis of the 1950 Census. Changes in the housing situation and juvenile delinquency are noted, as are the effects on family living of the Korean conflict, television, and other developments since the 1948 edition.

The lists of suggested activities have been expanded to include sociodrama and the use of some of the newer films, filmstrips, and books. Some attractive and appropriate new pictures have been added to illustrate the text.—MARIE DIRKS, *Illinois State Normal University.*

Housing and Home Management. By DORA S. LEWIS, JEAN O. BURNS, and ESTHER F. SEGNER. New York: The Macmillan Company, 1953, 312 pp., $3.20.

This is the third in a series of books for home economics education in secondary schools, edited by Dora Lewis. The main emphasis in this book is placed on selection, arrangement, and utilization

of housing, space, home equipment, and furnishings to improve family living.

It contains many excellent illustrations of house plans, furnishings, equipment, and good techniques in caring for the house, furnishings, and equipment.

In the beginning chapter, the family life cycle is considered as a basis for studying and planning housing for the family. Comfortable family enjoyment is considered throughout the book. The chapter on "Housekeeping Management" contains many helpful ideas for developing good management practices, and the glossary is rich in illustrated ideas on cleaning techniques.

This book will be valuable to high school teachers and to juniors and seniors in high school as a text or reference.—EVA W. SCULLY, *Arizona Department of Vocational Education.*

Making Money in Your Kitchen. By HELEN STONE HOVEY. New York: Wilfred Funk, 1953, 310 pp., $3.95.

This book is an excellent introduction to money-making possibilities for all women who desire to remain at home but wish to contribute to the family income. It is not a book giving a wide variation of things a woman can do but one listing and describing the cooking skills which may be used for a profitable home-kitchen business.

Mrs. Hovey shows extensive and thorough research by giving step-by-step advice, sources of information for finding additional aids, and useful information for "making money in your kitchen." Her chapters on "Good Management" and "Business Is Business" should be given first consideration after the cookery skill has been developed to the point of effectiveness.

The book contains a comprehensive selection of case histories showing what can be learned from experiences of women who have developed successful home business enterprises. These stories make the book interesting and stimulating. There are listings of over 1600 products that women can make, showing how any one might be developed into a money-making business.

This book will help the woman who enjoys cooking and desires to increase the family income, both to realize the many factors which enter into making a kitchen career a success and to avoid the things which might lead to unnecessary failure.—EUGENIA D. HATCHER, *Homemaker Testing Service, Washington, D. C.*

United States Government Organization Manual 1953-54. Revised as of July 1, 1953. Washington, D. C.: Government Printing Office, 734 pp., $1.

Handbook of Dietetics for Nurses. By CATHERINE F. HARRIS. London: Baillière, Tindall and Cox [available through The Williams & Wilkins Co., Baltimore], 1953, 196 pp., $4.

The Short-Cut Cookbook. By EDITH M. BARBER. Reprinted. New York: Barnes & Noble, Inc., 1953, 145 pp., $1.

Casserole Magic. By LOUSENE ROUSSEAU BRUNNER. New York: Harper & Brothers, 1953, 180 pp., $3.

Complete Cookbook for Infra-red Broiler and Rotisserie. By NEDDA CASSON ANDERS. New York: M. Barrows and Company, Inc., 1953, 219 pp., $3.

Sultan's Pleasure and Other Turkish Recipes. By ROBIN HOWE and PAULINE ESPIR. New York: A. A. Wyn, Inc., 1953, 152 pp., $3.

The Complete Meat Cookbook. By BETH BAILEY MCLEAN and THORA HEGSTAD CAMPBELL. Peoria, Illinois: Chas. A. Bennett Co. Inc., 1953, 559 pp., $5.95.

501 Easy Cocktail Canapes. By OLGA DE LESLIE LEIGH. New York: Thomas Y. Crowell Company, 1953, 151 pp., $3.

Delicious Seafood Recipes. By LOUIS GARRISON. New York: Thomas Y. Crowell Company, 1953, 204 pp., $3.

Some Conjugated Proteins: A Symposium. WILLIAM H. COLE, Editor. New Brunswick, New Jersey: Rutgers University Press, 1953, 73 pp., $1.75.

AHEA's Membership Goal

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FROM THE Editor's Mail

"Incentives Used in Motivating Professional Growth of Teachers" contains a list of incentives used effectively by principals and a similar list made by teachers. Many of the booklet's 20 pages are devoted to a discussion of the motivations, problems, and possibilities of in-service training in both large and small schools. The report was published in the April issue of the *Quarterly* of the North Central Association of Colleges and Secondary Schools and is now available from Dr. Charles W. Boardman, professor of education, University of Minnesota, Minneapolis. Price 25 cents; 10 or more, 15 cents each.

"Education for Self-Understanding" reports discussions on what the secondary school might do to help young people have healthy attitudes toward themselves and others. The 54-page pamphlet bears the subtitle "The Role of Psychology in the High School Program," and the authors are Arthur T. Jersild of the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, and Kenneth Helfant of the Project for Education in Human Relations and Mental Health, Public Schools, Rye, New York, together with the associates who took part in the discussions. The conference was called to define issues and possibilities in promoting psychological understanding at the high school level. In the concluding comment, the statement is made, "The fact that many high schools already offer courses in psychology while others teach psychological concepts by giving attention to personal problems, parent-child relationships, preparation for marriage and family life, vocational guidance, and the like, underscores the need for preparing prospective teachers for this kind of work." The report, which includes a list of references and selected readings, may be ordered by title from the Bureau of Publications, Teachers College, Columbia University, New York, N.Y. Price 85 cents.

Anyone may feel some confidence in preparing for his first television presentation after reading "Television for You, A Handbook for Extension Agents." How to plan the program and arrange for it, how to use the different kinds of visual aids to best advantage, how to organize a "run-down script," as well as television terms and what they mean, are all told in the 24 pages with the help of illustrations. This is a publication of the U.S. Department of Agriculture and is listed as Agriculture Handbook No. 55–1953. Order from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. Price 15 cents.

"Healthy Personality Development in Children as Related to Programs of the Federal Government," a report of the interagency conference on the subject held under the auspices of the Josiah Macy, Jr., Foundation and the Federal Interdepartmental Committee on Children and Youth, is written in a way to make the reader feel he was at the conference and had the opportunity to know the representatives. The background material from the White House Conference on Children and Youth is reported informally by two of the participants, and significant parts of the discussions are recorded.

Order the 154-page report from the Health Publications Institute, Inc., 216 North Dawson Street, Raleigh, North Carolina. Price $1.

For aid in assessing community needs in social services intended to improve children's family living, one might turn to a new 52-page publication of the Children's Bureau called "Children Living in Their Own Homes." It lists services which should be available for children who are neglected or abused or in need of substitute care, as well as those for parents needing help in dealing with behavior problems. Order by title from the Superintendent of Documents, Government Printing Office, Washington 25, D.C. Single copies are 20 cents, and orders for 100 or more may be had at 25 per cent discount.

"The Family in the Urban Community" was the title of the 1953 Spring Lecture Series of the Merrill-Palmer School in Detroit. The three lectures have been published in a 45-page booklet. Lecturers were: Margaret Mead, anthropologist, who spoke on "The Impact of Cultural Changes on the Family"; Lillian M. Gilbreth, consulting engineer, who spoke on "Technology Changes Family Patterns"; and David R. Mace, teacher, counselor, and writer in the field of marriage and the family, who spoke on "Changing Dynamics of Family Interaction." Order the booklet by title from the Librarian, Merrill-Palmer School, 71 East Ferry Avenue, Detroit 2, Michigan. Price 35 cents.

"Vitamin Retention and Palatability of Certain Fresh and Frozen Vegetables in Large-Scale Food Service" is a new title on the list of bulletins of the Cornell University Agricultural Experiment Station. It gives results of research using the regular cooking equipment in the cafeteria of the College of Home Economics, which at the time served 2500 meals daily. The bulletin, whose number is 891, is in limited supply but is on file in land-grant college and many other libraries throughout the country.

"Rhode Island Normal and Therapeutic Diet Guide" is being used extensively by doctors, hospitals, welfare agencies, nursing homes, and similar groups in that state and is being made available to others who wish to order it. The 31-page booklet, approved by the medical society, the health department, and the dietetic association of Rhode Island, largely contains charts arranged for ready reference. The chart giving the weekly requirements of adults on the different therapeutic diets will prove especially helpful to agencies giving public assistance funds. Order the booklet from the Rhode Island Department of Health, State Office Building, Room 365, Providence, Rhode Island. Price 50 cents.

NEWS NOTES

GENERAL

Colonel Miriam E. Perry, USAF (WMSC), chief of the Women's Medical Specialist Corps, and Major Moxie F. Goll, MSC, USA, were married at the Post Chapel, Fort Myer, Arlington, Virginia, on September 26. The bride will continue as chief of the Women's Medical Specialist Corps, Office of the Surgeon General, Headquarters USAF.

A subscription to the JOURNAL OF HOME ECONOMICS is awarded annually by Epsilon Chapter of Omicron Nu at the University of Illinois to a sophomore student with the highest grade point average.

INTERNATIONAL

Mrs. A. M. Berry of Brisbane, Australia, newly elected president of the Associated Country Women of the World, **Beryl Hearnden** of London, England, a member of the executive board of the ACWW, and **Mrs. Helen Carlton Smith,** former vice-president of the ACWW, were in North Carolina from September 14 to 17 studying the home demonstration program. Before going out in the counties to observe the program in action, the visitors were shown colored slides of home demonstration activities in the 100 counties of the state. They were guests in the homes of home demonstration club women in Wake, Nash, Johnston, and Edgecomb Counties.

Mrs. Berry and Miss Hearnden also spent several days in September in Kentucky as the house guests of Myrtle Weldon, state leader of home demonstration work. They visited Bluegrass horse farms, saw "My Old Kentucky Home" at Bardstown, attended a county-wide extension leaders' training meeting, a regular homemakers' club meeting, a homemakers' garden club meeting, and were entertained at tea by the officers and leaders of the Fayette County Homemakers' Association.

Clara Tucker, head of the home economics department at Louisiana State University, and a consultant for the Ford Foundation's work in Pakistan, spent August traveling in various parts of the United States with **Mrs. Satnam Mahmood,** home economist from Punjab, and with **Habid Somjee,** architect for the home economics building to be erected at the new College of Home Economics in Lahore, Pakistan. For purposes of observation they visited home economics departments at Oklahoma University, Oklahoma A & M College, the University of California at Berkeley, Davis, and Los Angeles, and the University of Southern California.

Viola Callahan has been granted a year's leave of absence from the Hoxie (Arkansas) High School to serve as teacher and supervisor for the government of India. She is located at Plested Girls School, Merrut, U.P., India.

STATE ACTIVITIES

ARKANSAS. "Homemaking Education Helps in Improving Community Living" was the theme of the annual conference for homemaking teachers held at Arkansas State Teachers College, Conway, from August 18 to 21.

"Parade of Progress in Home Demonstration Work" was the theme of the Twenty-fifth Annual Meeting of the Arkansas Council of Home Demonstration Clubs held at the Arkansas Schools for the Blind and Deaf in Little Rock from August 11 to 14. Seventy-four County Home Demonstration Councils were represented by 698 home demonstration club members.

"Preparing for Another 50 Years of Service" will be the theme of the Annual Extension Conference to be held in Little Rock at the Lafayette Hotel from December 7 to 9.

Earnestine Camp, instructor in home economics education at the University of Arkansas for the past two years, has joined the state supervisory staff of the School Lunch Service of the State Department of Education. She will have charge of the program in northwest Arkansas.

CONNECTICUT. The theme "As Others See Us" of the 1953 Fall Conference of Home Economics Teachers sponsored by the State Department of Education at the Norwich Inn inspired the program-of-work committee to include plans for the teachers meeting in eight regions in the state to consider: (a) using all possible means for good public relations in the local community, (b) requesting teachers to assist in completing the "1953 Picture of Home Economics" so that a committee may prepare an article for publication, and (c) publishing a report containing a description of classroom experiences which haved proved successful tools for good public relations.

Raymond Fay, chief of the Bureau of Public Understanding of the State Department of Education, was coordinator for the Conference.

J. Wendell Yeo, vice-president of Boston University, spoke at the opening banquet on "The Family Looks at Education"; Dean Elizabeth Eckhardt May of the University of Connecticut presented "The Future Perfect," a talk on recruitment, at a fireside chat; and Mrs. Augusta Street, former president of the Tri-State Council on Family Relations, discussed "Private Lives in the Public Eye."

Ruth C. Cowles, consultant, and Mrs. Grace Harrison, associate consultant of the home economics education service, State Department of Education, were the conference leaders.

The Connecticut Home Economics Association held its first state-wide meeting of the year in conjunction with that of the Connecticut Education Association on October 30 at the First Church of Christ in West Hartford. Ralph G. Eckert, new head of the department of child development and family relations at the University of Connecticut, discussed "Education for Family Living" with emphasis on the high school and college level.

"The Role of Home Economics in General Education" was the theme of the fall Tri-State Conference for the Intercollege Group of Southern New England held at Connecticut College. Speakers included Russell C. Smart of the University of Rhode Island and Elda Robb of Simmons College.

Home economists took part in a **workshop on the etiology of mentally retarded children** held under the direction of Yale University and New Haven State Teachers College.

Mrs. Edith M. Cushman, school lunch supervisor in Connecticut, assumed office as president-elect of the American School Food Service Asso-

ciation at its convention in Boston from November 13 to 15.

ILLINOIS. "Enriching Contemporary Living" was the theme of the annual meeting of the Illinois Home Economics Association, held in Chicago the first week in November. Scheduled speakers and their subjects included: Hazel Kyrk, professor emeritus of the University of Chicago, "Home Economics and the Level of Living"; William M. Smith, Jr., professor of family relationships at the Pennsylvania State College, "Sources of Strength in Family Living"; Dorothy Clark Bohnen, former lecturer at Northwestern University, "Planning the House for Family Living"; and Louise Leonard Wright, midwest director of the Institute of International Education, "United Nations—History on the March." Thelma Porter, chairman of home economics at the University of Chicago, was program chairman.

One hundred fifty **new high school teachers** met for a two-day conference in Springfield on August 24 and 25. Talks and discussions were on developing the home-experience program, adult classes, and public relations.

Gladys Gallup, assistant chief of the division of field studies and training in the U.S. Extension Service, was at the University of Illinois from September 23 to 25 to work with home economics extension specialists on problems of evaluation.

IOWA. "Problems Related to College Clubs" was the theme of the meeting of the department of colleges and universities of the Iowa Home Economics Association at Simpson College, Indianola, on October 3. Florence Fallgatter of Iowa State College served as leader of a panel consisting of club advisers and the AHEA field secretary, Frances Urban.

"Children in the Home," an 11-week credit TV course, was conducted over Iowa State College Station WOI during the spring quarter by Glenn Hawkes, head of the child development department at the College. The course was the first to be offered by the division of home economics television of Station WOI on a credit basis. Registrants followed the series from their homes, then traveled to the campus for midterm and final examinations.

Conducted as a regular class, the course was taught with the use of films made in the College nursery school in order to provide laboratory experience for TV viewers. The course also gave opportunity for the division to evaluate the effectiveness of TV teaching for credit and problems involved in conducting such teaching.

Elizabeth Beveridge, recently housing specialist of the Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture, has been appointed professor and head of the department of household equipment at Iowa State College, succeeding **Louise J. Peet.**

KANSAS. Homemaker members of the **Kansas Home Economics Association** are working to create good public relations for home economics. They are writing magazine articles; encouraging girls to study home economics in school and college; creating good consumer contacts by informing merchants of the nature of consumer studies and successfully stimulating interest in providing information and instruction for customers; and obtaining regular supplies of good periodicals in various areas of home economics to be passed from one homemaker to another.

The Topeka Home Economics Club has a membership this year of 85, including homemakers, dietitians, teachers, journalists, and home economists in business. Projects for the year include giving a career tea, providing and awarding scholarships for outstanding high school girls going on to college home economics, helping with the State Hospital program, maintaining membership in the Interclub Council, and sending professional magazines and publications to New Zealand.

Vivian V. Rockwood, former head of the home economics department at Keene Teachers College, Keene, New Hampshire, has been appointed professor and acting head of the home economics department at the Municipal University of Wichita.

Kansas State Teachers College at Emporia reports that **Mrs. Marian Buck Wilson** is teaching classes in foods and nutrition and that **Mrs. Mabel Scott** is teaching home economics in the campus laboratory school.

At Kansas State College, new instructors are **Mrs. Louise Langford** in child welfare and euthenics, **Mrs. Nancy Goetsch** in clothing and textiles, **Mrs. Ethelind Gibson** in foods and nutrition, **Dorothy Larery** in household economics, and **Hazel Parry** and **Mrs. Lydia Faubion** in institutional management.

KENTUCKY. In July and August, the home demonstration department of the Kentucky Extension Service was hostess to two guests from Lebanon, **Mrs. Adalaide Richani** and **Mrs. Loreen Rihani,** volunteer social workers in Beirut. As they were interested particularly in village crafts, nutrition and health, schools, home economics training, and other means of rural development, their program was planned by Myrtle Weldon, state leader of home demonstration work, to meet these requests.

They visited Berea College, lived for a few days in rural homes, attended community and county-wide meetings of homemakers, made home visits to see some of the work of club members, attended a county fair, spent some time in the School of Home Economics at the University of Kentucky, observed the work of the local Red Cross, and conferred with various social agencies.

LOUISIANA. Southwestern Louisiana Institute's department of home economics has recently become a School of Home Economics with Marie Louise Comeaux as director.

To help teachers enrich the learning experiences of junior and senior high school students, a Home Economics Education Workshop for teachers was held at Northwestern State College during the summer.

"Toward Better Teaching of Homemaking" was the theme of the Fifth Annual Vocational Conference held at Louisiana State University in June.

Caroline T. Jones, formerly of the Woman's College, University of North Carolina, has joined the staff of Louisiana Polytechnic Institute as assistant professor of home economics and director of the Home Management House.

Virginia Johnson of Ruston is a new faculty member at Southwestern Louisiana Institute. She will direct business education majors and teach foods and nutrition.

Jacqueline Martin, who has just completed training in dietetics at the University of Chicago Hospital, is in charge of the student center at Southwestern Louisiana Institute.

Mary Wickham, textile and clothing teacher at Southeastern Louisiana Institute, became Mrs. Tom Maddox in August. She is continuing her teaching.

Indispensable reading for the home economist and social worker

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An analysis of the economic position of the American family as affected by income, market structure, standards of living, consumer production, competition, advertising, sales promotion, monetary inflation, protective legislation and other factors. Every imaginable influence on family income is presented in a dynamic style which makes the book a fascinating study. No other author has presented so complete a picture of the economic concerns of the American family. An ideal textbook. $6.00

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Frances Watts, recently of the University of Arkansas, has joined the staff at Northwestern State College to be in charge of the Home Management House.

NORTH CAROLINA. Guest speakers at the annual convention of the **North Carolina Home Economics Association,** held in the Textile Building of the North Carolina State College in Raleigh on November 6 and 7, were Mrs. Glenna McGinnis, foods editor of *Woman's Day,* who discussed "Why Put Off Living Till Tomorrow?"; and Rachel Martens, associate editor of the *Farm Journal,* who spoke on "Home Economics at Home." The program also included a tour of a Colonial Stores warehouse and a demonstration on "Light Conditioning for Living at Home" by Glenn E. Park, regional vice-president of the Illuminating Engineering Society.

The Woman's College of the University of North Carolina has four new staff members in the School of Home Economics this year: **Mrs. Richard Boquist,** a graduate of Parsons School of Design, instructor in clothing and textiles; **Sara Luella Laughlin,** formerly of Carnegie Institute of Technology, director of the home economics cafeteria; and **Bette J. Allison,** instructor in housing and home management, and **Savannah Day,** research assistant in a housing project, both of whom received their MS degrees from the Woman's College.

Mrs. Allen Wall Hunter joined the home economics staff of Greensboro College at the beginning of the fall semester.

Charlotte Womble, who received her MS degree from the Woman's College last June, is in charge of home economics at Flora Macdonald College this year.

Inez Schoulte is a new staff member in the home economics department of East Carolina College, where she will teach foods and nutrition. She received her MS degree at the University of California at Los Angeles, where she taught while doing graduate work.

Mrs. Faye Coleman is the new assistant state supervisor of home economics education. She received her M.Ed. degree from the Woman's College, University of North Carolina, last June.

A four-year course in home economics is now offered at Western Carolina College, Cullowhee. Marion Dixon is in charge of the home economics department.

NORTH DAKOTA. Clara C. Cerveny, dean of the School of Home Economics of the North Dakota Agricultural College, has been granted a leave of absence. While she is away a council of department chairmen will serve as a committee on policy matters with **Mrs. Ella M. Olson** acting as co-ordinator. Mrs. Olson formerly taught at Macalester College, Kansas State College, and North Dakota Agricultural College and served as assistant state supervisor of home economics education for North Dakota.

Grace DeLong, North Dakota home demonstration leader, was an official guest at a gathering on August 29 of the members of the Women's Institute of Manitoba and the North Dakota Homemakers Clubs at the International Peace Gardens in Clearwater, Manitoba, Canada. This event was part of the activities planned by the Manitoba women when a group of 24 women, representing 12 countries, who had attended the Triennial Conference of the Associated Country Women of the World in Toronto were their week-end guests.

TENNESSEE. The University of Tennessee has expanded its research program in home economics in the following areas: family living (a new regional project of the agricultural experiment station) of which Harold Holloway is in charge; adaptability of electricity to southern homes, of which Alice Oglesby, formerly with the General Electric food research and appliance testing laboratory, assisted by Jane Givson, a graduate of the University of Tennessee, are in charge; and a study of space requirements for meal preparation and service, a regional project of the Agricultural Experiment Station, directed by Lorna Gassett, in which farm women prepare meals in the experimental kitchen layouts with written and memo-motion records made of 40 experimental meals.

Druzilla Kent has returned to the University of Tennessee and resumed her responsibilities as head of the department of home economics education.

Dr. Myra Bishop has succeeded **Mrs. Elisabeth L. Speer,** retired, as head of the department of home management at the University of Tennessee.

New staff members at the University of Tennessee for the 1953-54

session include: **Dr. Ilene Brown,** associate professor of home economics education to succeed **Letty Mitchell Hayes; Dr. Harold D. Holloway,** associate professor in child development and family relationships, a new position; **Geraldine Piper,** associate professor in nutrition in charge of the program in public health nutrition, to succeed Ruth Huenemann; **Paula Sue Richardson,** instructor and research worker in nutrition, to succeed Ruth Brennan; and **Mrs. Wyndham Parky Ware,** instructor in the nursery school, to succeed Mary Ellen Durrett.

May Love Gale, home economist for the Tennessee Valley Authority, presented a talk entitled "Electrical Planning Includes Good Lighting" at the National Technical Conference of the Illuminating Engineering Society in New York City from September 14 to 17. Her talk was illustrated by colored slides of an all-electric home just completed in Nashville.

Two new home economics specialists have been added to the Extension Service staff: **Elizabeth O'Kelley,** home management specialist, recently rural electrification supervisor in the northeastern states; and **Sue Mayo,** health and nutrition specialist, former home demonstration agent in Henry County, who recently completed work on her master's degree at the University of Tennessee.

Mary Jane Bell, clothing specialist, who has been in Europe for a year on a Fulbright scholarship, has returned to the Tennessee Extension Service.

Mrs. Harriet R. Hunter who formerly taught home economics at Forest School at Chapel Hill, Tennessee, has joined the staff of the dietary department at Vanderbilt University Hospital as manager of cafeteria services. She succeeds **Mrs. Jane Yarborough Vukelich,** who has accepted a position as manager of the Peabody Demonstration School cafeteria.

Henriette Keyes has resigned her position at Nashville General Hospital and has returned to her home in Missouri.

Chrissa Wendt, recently clinic and teaching dietitian at Jefferson Hillman Hospital in Birmingham, has joined the home economics staff at Tennessee Polytechnic Institute. She succeeds **Mrs. Janet B. Wright,** who has gone to Louisiana, where her husband is on the agriculture staff at Louisiana Polytechnic Institute.

Mrs. Charlene Mullins has been appointed to a new position in child development and family relationships at Tennessee Polytechnic Institute. A nursery school is a new feature on the campus.

VIRGINIA. Monthly programs in the 1952-53 series planned by the **Richmond Home Economics Association** included a talk on "Home Economics Comes to Germany" by Mrs. Mavis Gibbs of the *Southern Planter* magazine; a talk on "Public Relations" when bosses were entertained at a reception; demonstrations of Christmas decorations and Christmas stories the whole family could enjoy, along with a Christmas auction; a talk on "Money Management for Women" by a local banker; a discussion of newer nutrition trends by A. June Bricker of the Metropolitan Life Insurance Company; a demonstration-discussion of "Home Furnishings" by an interior decorator; informal group discussion of "Careers in Home Economics" with suggestions for future action in selective recruitment; and a card party sponsored by the ways and means committee.

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"Doctor, I'd like to know...

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No, not as your grandparents or even your parents did. The doctors have learned in recent years that there is much that can be done to help make all of life's years happy and productive.

They have learned that a zest for living, a liking for people, serenity of spirit, peace of mind, sensible living and eating, all are important. They now know that good eating habits in particular have a vital bearing on the retention of physical vigor, mental alertness and above all the protection of the heart, the arteries, the glandular system and the digestive tract.

Your doctor will tell you that a diet based upon the generous use of such protective foods as fresh fruits, green-leafy vegetables, milk, eggs, and meat not only helps to keep you healthy but has a lot to do with keeping your physical stamina and mental alertness "young"!

At any age the protective foods should be used generously in the daily diet. Among the best, as we grow older, are bananas, because of their easy digestibility, because they do not require vigorous chewing, because they supply needed vitamins and minerals, because they are effective in weight control, and because they have such a beneficent effect on the entire digestive system.

Why not eat to add life to your years as well as to add years to your life!

Because of the many appetizing ways in which bananas can be served, as well as because of their importance in nutrition, bananas are now being used more widely than ever by people of all ages.

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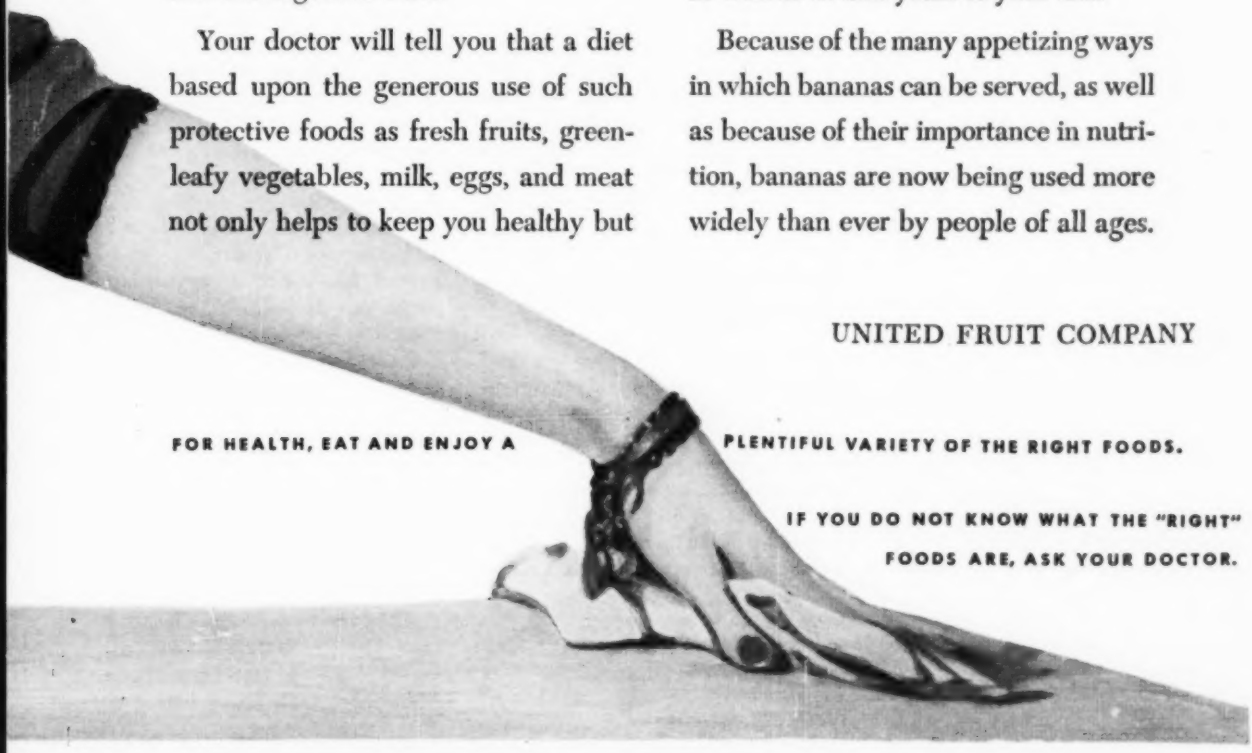

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FLASHES FROM OUR ADVERTISERS AND EXHIBITORS

A new model upright vacuum cleaner featuring a "Toss-Away" disposable bag is being made available nationally by Westinghouse early in 1954. This appliance is named "The Automatic," says Westinghouse, because it has: nozzle adjustment for different carpet thicknesses, self-adjusting handle for various cleaning and storage positions, and a free-floating brush roll which constantly adapts to maintain contact with the carpet.

A consumer service field staff program was launched by the American Institute of Baking this fall with the placing of home economists in four different regions of the United States as a co-operative project of the Bakers of America Program and the consumer service department of the Institute.

New staff members who will carry out the program and their locations are: Mary E. Kuhlman, recently home management supervisor with the Farmers Home Administration, in Dallas; Marguerite Robinson, who previously served as home economist with firms in the milling and dairy industries, in Chicago; Ann Russell, recently with the Farmers Home Administration, in Atlanta; and Una R. Wood, who recently worked as director of a similar field staff program and as chapter director of nutrition for the American Red Cross, in Los Angeles.

F. Eugenia Whitehead is the newly appointed director of nutrition education of the National Dairy Council. In her new position she will work closely with the programs of 65 affiliated dairy councils, aiding them in community nutrition education programs. She will also work with national professional health and education groups and government health agencies. Dr. Whitehead previously held the title of director of nutrition, research, and education for the Wheat Flour Institute.

New staff member in the home economics department of the Campbell Soup Company is June Kreider. Her work will be in the publicity branch of the department, where she will prepare releases, develop and test recipes, and prepare food photographs. Miss Kreider was previously in the home service department of the Philadelphia Electric Company and has taught home economics in high school.

"A Treasury of Apple Pies" gives 31 different recipes for apple pie provided by home economists who direct some of the leading recipe development laboratories of the country. Publisher of the eight-page illustrated booklet, which has pages that are 8½ by 11 for easy reference filing, is the Processed Apples Institute, Inc. The booklet is available free upon request to home economists and teachers. To obtain, write to Flanley and Woodward, 30 East 40th Street, New York 16, N. Y.

Five home economists have been added to the Consumer Service Department of the Kraft Foods Company, announces Marye Dahnke, director. Margaret Wylie will work with the institutional trade, and Julianna Austin will work in food photography. Others are Mary Anne Trimble, who has taught home economics and managed a high school cafeteria, and two recent graduates—Janette Gilchrist from the University of Illinois and Marjorie Marvel from the University of Arizona.

Two recently developed food products are being placed on grocers' shelves this month by General Foods Corporation – one a calcium-rich, quickly prepared hot cereal and the other a six-minute dessert. Name of the cereal is Post's Wheat Meal Cereal. It is a whole-grain wheat cereal, a half-cup serving of which contains one-third of the day's minimum calcium requirement.

Jell-O Instant Pudding is the dessert's name, and it comes in three flavors—chocolate, vanilla, and butterscotch. To prepare, the contents of a package is combined with a pint of milk and beaten for one minute with the rotary egg beater; then the dessert must have five minutes to set, and it is ready to serve.

Home economics classes may start this month to prepare next year's Christmas gifts for children all over the world. Using a plan initiated by *Seventeen* but announced in *Seventeen at School* this month, students at the same time participate in a contest in which they may win exciting prizes. Doll kits containing materials for making dolls may be ordered in quantity at a price of 15 cents each by the home economics classes from *Seventeen at School*, 488 Madison Avenue, New York 22, N. Y.

A copy of "Your Home and You" by Carlotta C. Greer may be requested for examination and consideration as a high school text, the publishers announce. "The author's . . . treatment of every feature that contributes to a happy existence in a comfortable home makes it especially timely," say the publishers. In the 750 pages are 300 illustrations that demonstrate certain activities, 270 recipes for laboratory practice, and many stories which help introduce the different topics. To obtain an examination copy of the book, write to Allyn and Bacon, Inc., 50 Beacon Street, Boston 8, Massachusetts.

Meat cookery and pie making are the subject of the "ABC" series of reprints available from Armour and Company as teaching aids. The clear photographs that illustrate the basic steps will help with the presentation of ideas where resources of time and materials for laboratory use are limited. The set of seven reprints includes one on each of these subjects —stewing, braising, roasting, broiling, the roasting of poultry, the baking of a ham, and pie making. The sets may be requested, as long as the supply lasts, from the Consumer Service Department, Armour and Company, Chicago 9, Illinois.

Dessert and candy recipe folders to use as teaching aids have been prepared by the home economics department of the Church and Dwight Co., Inc. [10 Cedar Street, New York 5, N. Y.], makers of Arm & Hammer brand and Cow brand baking soda. Free copies may be obtained by writing to the address above.

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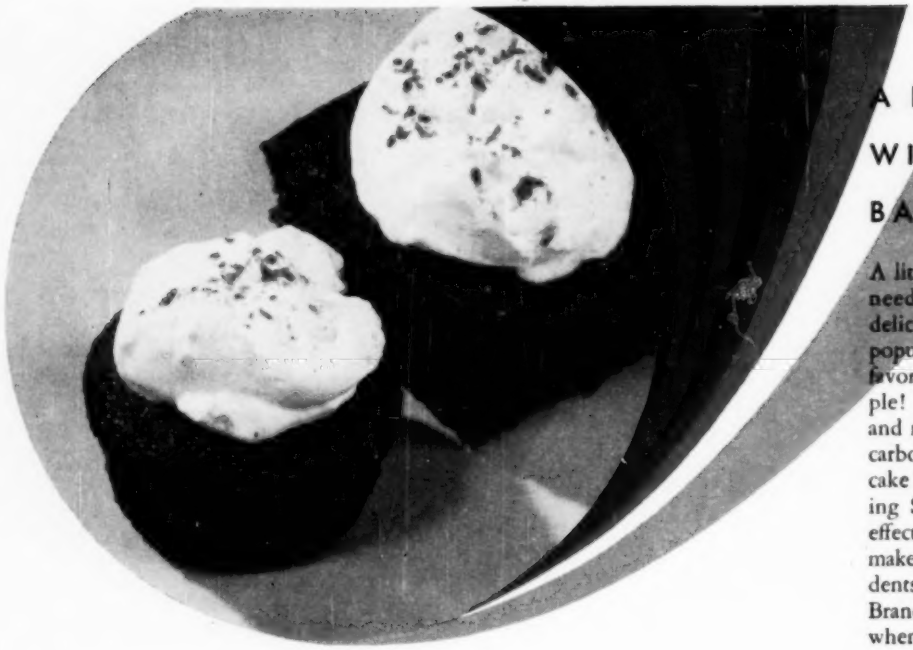

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2¼ cups sifted all-purpose flour
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½ teaspoon salt
2 teaspoons ginger
1¼ teaspoons cinnamon
¼ teaspoon cloves
½ cup shortening
½ cup beet or cane sugar
1 egg, slightly beaten
¾ cup dark molasses
3 tablespoons vinegar
¾ cup milk

Sift together flour, Baking Soda, salt, ginger, cinnamon, and cloves. Blend together thoroughly the shortening, sugar, and egg. Add molasses and blend well. Mix vinegar and milk. Add sifted dry ingredients and milk mixture alternately to molasses mixture, a little of each at a time, stirring gently to mix well. Bake in greased 9-inch square pan at 350° F. (moderate oven) about 45 minutes; or bake in 18 paper cups or in greased muffin pans, 2½ inches in diameter, 25 to 30 minutes at 375° F. (moderate oven). Frost with any desired confectioners' sugar frosting.

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